

Welcome, New NAACP Board Members!

We would like to welcome two new members to the NACCP Board: **Michelle Ramahlo** from New York and **Nathalie Roy** from Louisiana.

Michelle Ramahlo has been teaching Latin to middle schoolers in grades 5-8 at Seven Bridges Middle School in Chappaqua, NY, for 16 years. She served as ACL Secretary from 2019 to 2022, and prior to that served as chair of Excellence Through Classics. Her areas of interest are best practices in teaching Latin to younger learners, curriculum and standards, and melding Comprehensible Input (CI) pedagogy with the storyline and vocabulary of the *Cambridge Latin Course*. She began and maintains the Facebook group TLA *Cambridge* and is the creator and owner of the *CLC* Index of Online Resources spreadsheet.



Michelle Ramahlo

Nathalie Roy teaches Latin, Roman Technology, and Myth Makers at Glasgow Middle School in Baton Rouge, LA. A National Board-certified teacher, Nathalie has taught with the *Cambridge Latin Course* for over 30 years. For the past few years, she has focused her professional learning on developing Classics courses that highlight ancient STEM and experimental archaeology.* Nathalie was named 2021 Louisiana State Teacher of the Year, and met with President Joe Biden and First Lady Dr. Jill Biden in the White House.



Nathalie Roy

Nathalie likes nerdy travel. Last summer, she visited Roman archaeological sites in England and Wales, many made famous by the *Cambridge Latin Course*. While traveling Hadrian's Wall, Nathalie had the good fortune to meet the archaeologist who specializes in ancient Roman leather shoes found at Vindolanda. She hopes to bring all of her new-found knowledge of Roman Britain to life in her Roman Technology and Latin classrooms in the coming years.

Nathalie is very pleased to be joining the Board at NACCP!

**You can learn more about this in Nathalie's October webinar. See page 7.*



Director's Message

Martha Altieri

Fall is in the air! I hope each of you is back into the school routine rested and refreshed.

NACCP Summer 2023 Workshop

Our annual summer workshop was held on July 10-15. This year, we offered a five-day online workshop. Day 1 began with an overview of the *CLC* and the reading method, designed for beginning teachers and new adopters. Day 2 focused on Unit 1; Day 3 on Unit 2; Day 4 on the first half of Unit 3; and Day 5 on the second half of Unit 3 and up to Stage 40 of Unit 4. **Joe Davenport, Stefanie Gigante, Nora Kelley, Nathalie Roy, and S.K. Smith** did an excellent job facilitating the presentations. NACCP would like to thank Cambridge University Press for their continued financial support for teacher training.

New Self-Paced Online Course!

We now have a self-paced, online course for beginning teachers and/or new adopters of the *CLC*. **Stephanie Spaulding** and **S.K. Smith** have created this course that starts with the basics and builds up to methods for teaching a story and a Stage. They have designed eleven Modules for you to work through at your own pace, and each Module will take around 60-90 minutes to complete. Each of the Modules is designed with three parts: *Something to Read*—articles, blogs, reference works, or reflections from Spaulding and Smith; *Something to Watch*—short videos from our Webinar Library or created specifically for this online course; *Something to Do*—a brief reflection, survey, or suggested planning activity designed to reinforce the Module or design your next steps. You can email your questions about the course to onlinecourse@cambridgelatin.org. The online course costs \$75 for all eleven modules, and you can purchase the course on *Thinkific.com* using this link: [Thinkific.com](https://www.thinkific.com).

NACCP 2023 Webinars

NACCP will be offering monthly webinars on September 21, October 26, and November 30. Detailed information and the registration links are available on our website: [cambridgelatin.org](https://www.cambridgelatin.org).

NACCP Board News

After nearly twenty years on the NACCP Board, **William Lee** is stepping down. He has been invaluable to the board, always promoting the *Cambridge Latin Course*, always supporting teachers, and, more importantly, always inspiring his students to do their best. When NACCP had in-person workshops, William was a constant presence most summers. He has done numerous webinars for us and is a frequent presenter at language conferences across the US. He has won numerous teaching awards, and last November, he received the highest honor at ACTFL when he was named National Language Teacher of the Year. NACCP featured him in the [Spring 2023 newsletter](#) if you would like to learn more about him. We wish him all the best!

Nora Kelley is joining **S.K. Smith** as co-editor of the biannual *NACCP Newsletter*, beginning with this issue.

Kyle Smith-Laird has written 55 original stories to complement Unit 3, Stages 21-28. The stories are available for purchase on the [Teaching Materials](#) page of our website. You can also download a free sample to “try before you buy.”

NACCP is a non-profit organization whose purpose is to support Latin teachers who use the *Cambridge Latin Course* and to promote the study of Classics. Our continued focus is supporting classroom teachers. We welcome and appreciate your questions, suggestions, and feedback on how best to do that!

Participants' Summer 2023 Workshop Experiences

“I really enjoyed the structure of this year’s workshops. Most of the time in other kinds of workshops, the participants don’t produce anything. This year’s workshops were a good use of our time, and I have tons of material to use this school year. I also found Joe Davenport’s higher order thinking questions for Unit 1 especially helpful and so enlightening. I love this!”



Katy Reddick
Bristol Eastern High School
Bristol, CT

“I’m moving from middle school to high school this year. I’ve taught middle school since 2004, and in previous *Cambridge* workshops, I’ve focused on Units 1 and 2. This summer, I wanted to focus on what to do in Unit 4. I was excited to learn about the Easter eggs in Unit 4 and ways to highlight and encourage students to get involved with the drama of the storyline. I was also delighted to see how fearless students can be with challenging texts.”



Liz Gephardt
Arlington Tech
Arlington, VA

“This summer I attended the North American Cambridge Classics Project Summer Workshop for Units 1-4. From this experience, I am first planning to incorporate the strategies, which were mentioned and explained when developing unit plans for the different stages, as a way to improve upon the framework I already use for planning. More specifically, these include the idea of using ‘all, most, and some’ when considering the knowledge and skills you want students to acquire from a stage, and reflecting more deeply upon the content in a stage (cultural information, grammatical structures, sentence patterns, vocabulary, connections within the *Cambridge* storyline, and suggestions from the Teacher’s Manual) in approaching the individual stories from a stage. Second, I learned some activities, which I am hoping to try out next school year, such as using *Google Jamboard* to have students label items on cultural images and to categorize grammatical material, having them illustrate the model sentences on whiteboards before seeing the *Cambridge* illustrations which accompany the model sentences, and having students work in pairs on the “Think” story activities on *Cambridge Go*. Finally, I am intending to use the research that was shared about people’s attention spans for new information before output is needed to process this information as well as on the primacy and recency effect to better plan instruction and activities in individual class periods. Overall, I enjoyed my time in the workshop very much and learned a lot from the three days I attended.”



Tynan Graniez
Chesapeake Public Schools
Chesapeake, VA

“Last year was my first year teaching Latin. I was so scared. Thanks to the *CLC*, I’ve found that learning for students can be intuitive, that students can know their Latin, and it’s not just about the grammar.”



Marie H el ene de Soler
*Xavier College Preparatory,
Phoenix, AZ*

“The workshop today went in depth regarding the schema for instruction and how the brain remembers information. The mental capacity of middle and high school students is so remarkable. I found learning about the way students retain information at the beginning and the end of class—how they listen—really helpful.”



Logan Green
*The Cor Deo School
Tacoma, Washington*

“I participated in the *CLC* Summer Workshop for the second time this summer and am about to start my second year teaching Latin. I was impressed with the quality of the training! Even virtually, the presenters were able to convey with excellence how they teach Latin using *CLC*. There were specific examples on how to break up a reading and a Stage, as well as practice assignments. This year, again, I am taking away so much to use in my classroom! I love the additional resources that are shared by the Latin teachers’ community: what a great group of people!

The training content from this year differed from last year’s—even though it covered the same books—because different presenters have different teaching styles. The time spent on the training was well invested, and I plan on participating again next year!”



Uta Nelson
*Wesleyan School
Peachtree Corners, GA*

Contribute to the conversation by joining future workshops!

Exploring the APPian Way

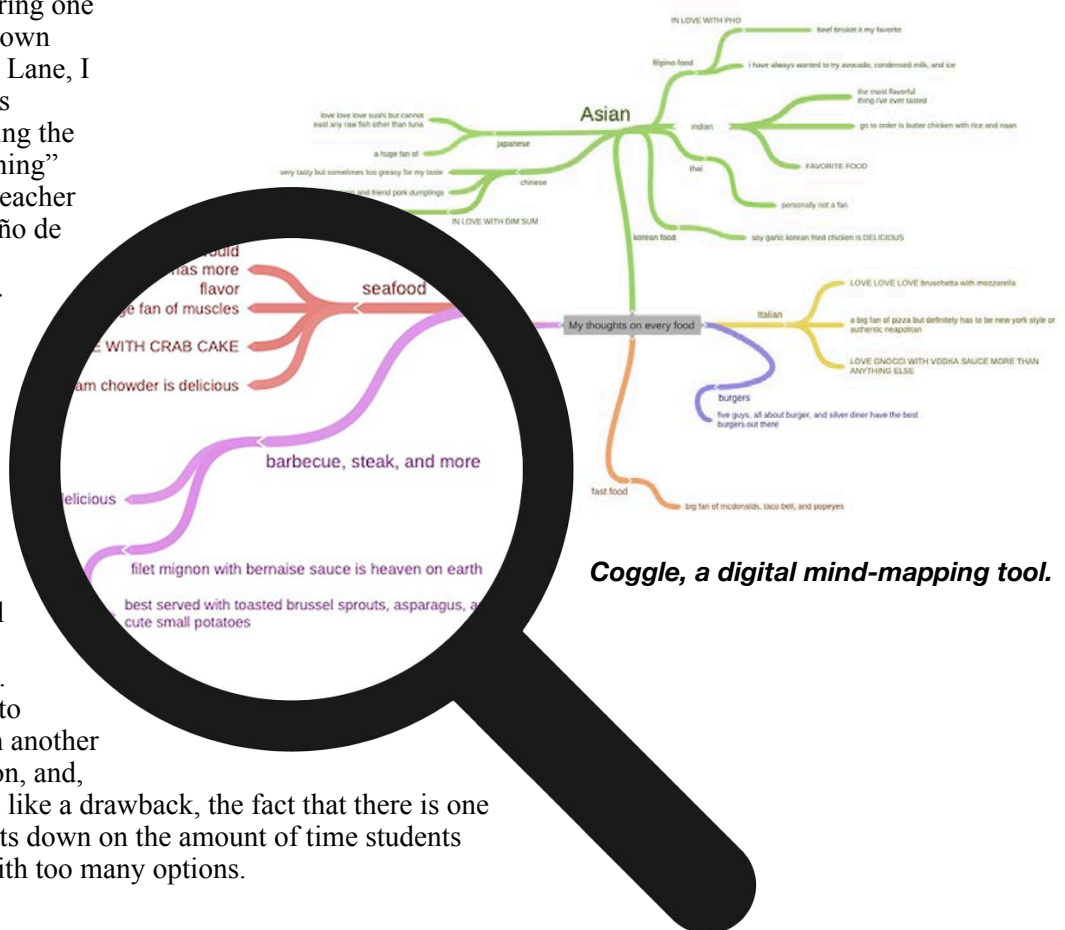
Nora Kelley

One of my greatest pleasures in the summer is to get up super early, when it is still dark out, and do things like pare down my school Google drive or Chrome bookmarks and, most of all, to explore all of those apps and websites I bookmarked over the past school year, but didn't have the mental bandwidth to wrap my head around at the time. Below are a few of my favorites:

Outlearn (outlearnapp.com): Okay. I actually did wrap my head around this one during the school year; I was driven by extreme annoyance at the mysterious disappearance of the Quizlet “print glossary” function. So, I did what any resourceful teacher would do, I “Googled” it; it turns out, for some unfathomable reason, Quizlet had decided to do away with all of their printing choices and just leave the not-really-very-useful table option. That's when I discovered Outlearn, which was designed by a student. The app allows you to export from Quizlet and then print in several formats. For me, glossary #1 seems closest to the old Quizlet glossary. It is an extra few steps, and did cost me a whopping \$10, but it was totally worth it! Plus, I love supporting apps made by students to solve problems.

Get Marked (digitaliser.getmarked.ai): Christine Pham Hahn posted about this one on Facebook's “LatinTeach” group last year. I was so excited when I read her description of what it could do that I really did almost cry; it converts word documents and pdfs (!) into a whopping variety of platforms including Canvas, Google Forms, Quizziz, Kahoot, Blooket, and Gimkit. A major time-saver!

Coggle (coggle.it): During one of my pre-dawn trips down Google Drive Memory Lane, I came across mind maps students had made during the pandemic virtual “learning” era or, as my Spanish-teacher colleague calls it, “el año de la pantalla.” Re-enter Coggle, a digital mind-mapping tool. It turns out I had made an assignment in which students tried a variety of mind maps, including Meister and Lucidspark, and then ranked them by ease of use, etc. They are all great options, but Coggle took top marks. It's attractive and easy to use, can be shared with another student for collaboration, and, although it might seem like a drawback, the fact that there is one basic design option, cuts down on the amount of time students might waste playing with too many options.

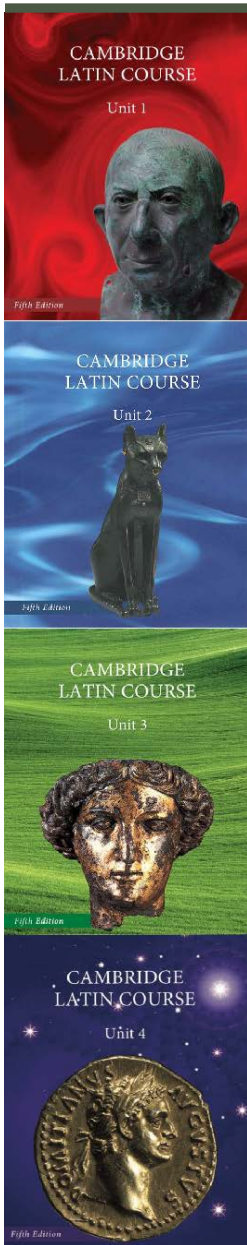


Coggle, a digital mind-mapping tool.

BuzzIn.live (buzzin.live): This one is actually an old favorite that does date back to “that-year-that-must-not-be-named.” *BuzzIn* is what it sounds like, an online buzzer system. There is a free version, but if you get the paid version (only \$20 a year) you can set up and name specific teams, and also choose from a variety of “buzz” sounds. I use it for quick, in-class *certamina* which can make for a great brain-break or as a review for a Stage assessment.

Gimkit Creative (gimkit.com): Last spring, Gimkit introduced “Gimkit Creative” which lets students create their own “maps” for the 2D games and then share those maps so that other students can play. I had students working in teams to create maps, and then we randomly chose a team and used their map. It was a lot of fun, and the students really got into it. I just checked the Gimkit site (another student invention!) to see if there was anything new, and it seems there is an upcoming mode that promises to “get students up and moving.” That sounds awesome.

Dare I say it? I'm looking forward to the new school year!



New Self-Paced Online *CLC* Course!

11 Modules Covering All Aspects of the *Cambridge Latin Course*

- Use it as a refresher;
- Find inspiration for getting the most out of the *CLC*;
- For those new to the *Cambridge Latin Course*, use it to jump-start your teaching;
— *all on your own time!*

Each module features:

- Something to Read
- Something to Watch
- Something to Do

\$75 for all eleven modules. Purchase the course on Thinkific.com.

10 Continuing Education Credits can be earned by completing the course.

Questions? Reach us at onlinecourse@cambridgelatin.org.

Module #1
Welcome and Course Overview

Module #2
Getting to Know the *CLC*

Module #3
Overview of Materials and Resources

Module #4
How to Use the *CLC*; What Is the Reading Method?

Module #5
Teaching a Story

Module #6
Teaching a Stage

Module #7
Assessment & Grading

Module #8
Bringing it to Life — How to Make this Course Fun for You and Your Students!

Module #9
Vocabulary — the *CLC* Way

Module #10
Integrating Culture/History/ Mythology

Module #11
Next Steps and FAQs — Mentoring, Follow-up; and Feedback

Upcoming Webinar Offerings

Supported by Cambridge University Press



Starting Latin II with Stage 17

September 21 – 7:00 PM (Eastern)

Salve, Alexandria! Join **Patrick Yaggy**, who will lead you on a tour of Stage 17 and Alexandria, Egypt where Quintus, Clemens, and your students will meet the genitive case, some angry Egyptians, and try to get away from one citizen with the personality of a plank of wood!

New and experienced teachers are welcome as we discuss the reading method and other best practices for your classroom to start the year!

[Registration Link](#)



Touring Quintus' Roman Britain!

October 26 – 7:00 PM (Eastern)

Roman Britain was a fascinating place, and many stages in Units 2 and 3 are devoted to its history and culture. But due to all the fascination with Rome and Pompeii, ancient Britannia usually doesn't get the attention it deserves.

This past summer, thanks to a travel scholarship, **Nathalie Roy** visited many of the Romano-British sites made famous by our treasured *Cambridge Latin Course*. Come join her as she discusses her favorite experiences and connects them to the *CLC* stages centered in Britannia. We'll explore a few projects related to them too! Design the mosaics of Fishbourne, recreate the writing tablets found at Vindolanda, and investigate the curse tablets of Aquae Sulis!

[Registration Link](#)



Reorganizing for Better Language Learning: Implications from Educational Neuroscience for the Latin Classroom

November 30 – 7:00 PM (Eastern)

Joe Davenport will present several key concepts developed from the study of the brain and how it learns. It will key in on practical applications of the work of researchers like Sousa, Gardner, Rowe, and Krashen.

The session will identify classroom implications of these concepts and leave teachers with suggestions for reorganizing lesson plans and making changes in the classroom that will enhance the learning of Latin.

[Registration Link](#)

Thanks to **Kyle Smith-Laird** for writing and sharing this new story that could be used as a supplemental reading or part of an assessment . . .

Ecce! Brace yourself: a tale of mystery and curse tablets awaits you. Our fearless heroes, Quintus and Clemens—fresh off the boat from the ashes of Pompeii—find themselves embroiled in the thick of it when Quintus’ aunt,* is called upon to solve a twisted tale of thievery that involves the Imperial family. Will Quintus and Clemens solve the enigma? Will the danger be too much? Find the answers to this story and more when you read Part II of “defixio Plotinae” in [*fabulae mirabilissimae*](#).

*Remember? The aunt whom Metella stayed with when Quintus was nearly kidnapped in Unit 1!

Stage 22

dēfixiō Plōtīnae – I ... Plotina’s curse tablet

1 quondam in oppidō Aquīs Sūlis, Quīntus Rūfillae dē sē narrāvit.
2 nōx erat ubi villam **māterterae** īnvēnī. Clēmēns quoque aderat. **Plōtīna**, mē
3 **cōnspicāta**, paene lacrimābat.
4 “num Quīntum meum videō?” inquit Plōtīna. “quōmodo **hūc** tūtī pervēnistis? ubi
5 est Metella...?” Plōtīna, quae lacrimās retinēbat, dīcere nōn potuit quod subitō rem
6 intellēxit. tandem domina dīxit, “nōlī mihi rēs trīstēs nārrāre, mī Quīnte; ego plūs
7 fābulārum trīstium audīre **nōn iam** possum...sed intrāte, intrāte, **quaesō**.”
8 ego et Clēmēns, villam ingressī, ātrium circumspectāvīmus et tōtum caelum in
9 **lacūnare altissimō pictum** cōnspexīmus.
10 “ecce!” exclāmāvit Clēmēns. “quam mīrābile est ātrium! caelum **fālsūm** est;
11 hic artifēx magnae **calliditātis** mē valdē dēcēpit.”
12 Plōtīna nōs ad trīclīnium dūxit ubi nōbīs multum cibī et vīnī libenter obtulit.
13 postquam satis cibī et vīnī ēdimus, Plōtīna ancillae signum dedit. ancilla exiit.
14 “ego,” clāmāvit, “virum magnae virtūtis, mī Quīnte, videō, et nunc tē moneō: ābī!”
15 “sed mātertera, cūr iubēs nōs abīre?” respondi. “quid timēs?”
16 ancilla, in trīclīnium regressa, dominae **tabulam plombeam** trādīdit. Plōtīna, eam
17 adepta, nōbīs ostendit et dīxit,
18 “heri haec ancilla, ad forum ambulāns, istam tabulam in **fissūrā** villae meae
19 cōnspexit; quam cōnspicāta, mihi rettulit.”
20 subitō rem intellēxī: **dēfixiōnem** tenēbam.

Supplemental Vocabulary

māterterae: mātertera (*maternal*) *aunt*
Plōtīna *Plotina (Metella's sister)*
cōnspicāta: cōnspicātus *having caught sight of*
hūc (*to*) *this place*
nōn iam *no longer, not any more*
quaesō *please*
lacūnare altissimō: *in the highest panel*

pictum: pingere *paint*
fālsus: fālsus *fake, false*
calliditātis: calliditās *cleverness, skill*
tabulam plombeam: tabula plombea *lead tablet*
fissūrā: fissūra *crack, niche*
dēfixiōnem: dēfixiō *curse tablet*

Stage 22 dēfixiō Plōtīnae Part 1

1. When Quintus and Clemens arrived at Plotina's villa, how did she react to seeing them?
2. Why did Plotina stop speaking for a moment?
3. Translate into beautiful and flowing English:

*ego plūs fābulārum trīstium audīre **nōn iam** possum.*

4. Why was Clemens so impressed in the atrium?
5. What did Quintus and Clemens do after they left the atrium?
6. Why did the enslaved girl leave after dinner?
7. Where had the enslaved girl found the object that she brought her mistress?
8. What was the object?