

# METHODS AND MATERIALS FOR TEACHING LATIN

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## Introduction and Overview

Salve! And welcome to “Methods and Materials for Teaching Latin,” an introduction (which I taught for many years through the University of Georgia’s online distance education program) to “principles, methods, materials, and activities for teaching Latin at the K–12 and college levels.” This course has evolved from my many years of interest and experience working with K–12 Latin teachers—fellow teachers of “the Mother Tongue” —and knowing the difficulty they (you!) so often encounter finding classes suited to their needs, locations, and schedules, and the near impossibility for many in-service and prospective teachers of enrolling in a Latin-specific methods course.

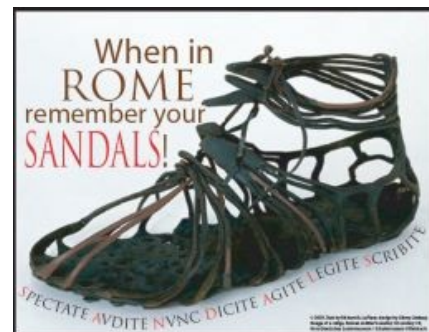
Many Latin teachers in the United States end up with no foreign language methods training at all, and those that are able to enroll in such classes typically find that the emphasis is predominately, often almost exclusively, on methods and resources appropriate to the teaching of modern languages. More of the material in such courses than one might suppose truly is quite applicable to the Latin classroom (I have learned much myself from my modern language counterparts!), and yet far too many methods, materials, and professional resources particularly appropriate to Latin teaching are completely overlooked in these classes.

I am fully, almost painfully, aware that a distance-education course in teaching methods cannot perfectly substitute for a real-time, brick-and-mortar classroom experience. This will *not* be the “ideal” class for you by any means. But my four decades of working closely with teachers, very often learning from them as well as having the privilege of teaching them, and offering them a wide range of distance-education classes, from elementary and intermediate refresher courses to more advanced classes on Vergil and Ovid, have proven to me that valuable learning CAN take place at a distance. Certainly this distance-ed class should be better than no Latin-specific methods class at all, and it could make a very nice complement to a more generic course in foreign language teaching methodology.

If you have taught just a few years, then much of what you encounter here will be familiar to you, and your knowledge of some, or many, of the course’s topics may go well beyond what is introduced in these lessons. But if you have very little experience, are in your first two or three years of teaching or are just now preparing for a career in teaching Latin, then you will find much here that will be invaluable to you. If this class increases your knowledge about even a few important aspects of the theory and practice of Latin teaching and helps you to become in any way a better *magistra* or *magister*, then my objectives in designing and teaching the tutorial, and I hope yours in enrolling in it, will have been fulfilled.

As you will see in your readings for *Pēnsūm I* (“Lesson 1”), I will urge you, as a new or prospective teacher, to “Remember your SANDALS—whenever in Rome.” You are “in Rome” whenever you are in a Latin classroom. And the SANDALS I have in mind are these:

**S**pectāte!  
**A**udīte!  
**N**unc  
**D**icite!  
**A**gite!  
**L**egite!  
**S**cribite!



This acronym, and these imperatives, are meant to remind you, every day you are in the classroom (as student or as teacher), to keep these basic language learning skills in mind. (I couldn't think of a language-acquisition skill beginning with "N," so I just blissfully tossed in that nunc!).

We should learn a second language, as nearly as possible, in all the same ways we acquired and learned our native language: by watching, listening, speaking, doing (i.e., by acting in response to what we've heard or been asked to do), reading, and writing. Too many Latin classes focus in too limited a way on those last two learning skills, reading and writing, which are the most complex, without paying enough, or any, attention to watching, listening, speaking (conversing, not just reciting conjugations), and doing, as additional (and enjoyable) ways in which we learn any language; exercising all these skills is easy, fun, productive, and strongly encouraged by the national Standards for Classical Language Learning, which you will be reading about in this class. You'll be exhorted in each of this course's lessons to remember those SANDALS, to slip them on, wear them, and get comfortable in them whenever you're in the world of Rome that every Latin class represents for you and your students!

It is my sincere hope that this online tutorial will serve your needs well; if you have any suggestions for improvements, I would be most grateful to have you e-mail me at ([lafleur922@hotmail.com](mailto:lafleur922@hotmail.com)).

***Fortūnam optimam!***

## **Class Materials**

The required materials for this course include the two basic and complementary textbooks, *Latin for the 21st Century: From Concept to Classroom* (edited by yours truly) and *When Dead Tongues Speak*, edited by Professor John Gruber-Miller, as well as John Traupman's *Conversational Latin for Oral Proficiency*, Thomas McCarthy's *TPR Latin*, Mark Miner's four-CD audio package, *Readings from Wheelock's Latin*, and of course the supplementary notes in this online course.

The readings in my book and John Gruber-Miller's will introduce you to a wide range of theory and practice for Latin teaching, Mark Miner's Wheelock CD set will help you polish your pronunciation and expressive reading skills, and Traupman's *Conversational Latin for Oral Proficiency* and McCarthy's *TPR Latin* will provide plenty of material for classroom conversation and TPR (Total Physical Response) activities; Miner's companion CD set for the Traupman book is also highly recommended.

The recommended book by Dexter Hoyos, *Latin: How to Read It Fluently*, will provide detailed suggestions on training students (and yourself) to read Latin for comprehension, rather than translation, and practice writing comprehension questions.

*Wheelock's Latin*, *Workbook for Wheelock's Latin*, and additional materials are listed among the "Recommended Textbooks" for any who may need refresher or reference materials for basic Latin grammar; online answer keys for the Wheelock books are available by e-mailing me ([lafleur922@hotmail.com](mailto:lafleur922@hotmail.com)). You will need Wheelock or SOME introductory Latin textbook (if you are a teacher already, use the book you teach from) for your use in designing lesson plans, quizzes, tests, worksheets, and handouts.

Many required course readings and resources are located on the course website:

<http://wheelockslatin.com/tutorials/TeachingMethods/index.htm>. Visit the site regularly, as materials are added on a regular, often weekly basis.

## **Preparing Assignments**

### **LEGITE ET SCRĪBITE: Reading and Writing Assignments and Course Portfolio.**

Each of the twelve lessons in this tutorial contains detailed reading and writing assignments. Nearly all include reading from the required textbooks and discussion of those readings, and most include additional reading and written work involving lesson planning, design of quizzes, tests, classroom handouts and worksheets, etc. Other written work will require discussion of “classroom observations” via video (as noted below), writing TPR scenarios and conversational Latin scripts, visiting and commenting on selected internet sites, journaling visits to local classrooms (see further below), as well as compiling a final course portfolio (preferably an online portfolio website, or in PDF), which will contain your “philosophy of teaching” statement and exhibit the wide variety of materials you have accumulated in the class, including lesson plans, tests, quizzes, handouts/PowerPoints, worksheets, website reviews, etc., and, if you have a Mentor Teacher, journals of your class observations, self-evaluations of any teaching or practice-teaching you may do, and any evaluative feedback you may receive from students, your Mentor Teacher, and others.

If you are currently teaching and we cannot identify a Mentor Teacher for you, then you will be asked to submit additional samples of your own teaching materials with some of the lessons. You need to take a look at Lesson 12 now and read through the Delta Program guidebook on Teaching and Learning Portfolios that is assigned there, so you will from the outset be aware of specific portfolio requirements. All Written Assignments must, needless to say, be prepared by you independently. Whatever questions you may have that do not seem to be answered in either the textbooks or this online course may be e-mailed to me or submitted along with your written work.

### **PĒNSUM INTERRĒTIĀLE: Internet Assignments.**

The course has its own website, which you should visit frequently, at <http://wheelockslatin.com/tutorials/TeachingMethods/index.htm>. In addition, every lesson will direct you to one or more Internet sites containing a host of invaluable resources for Latin teaching; you will be asked to comment on the content of each site and its particular utility to you as a teacher. A list of recommended sites is included on the links page (*Illa Flōra's Optima Vincula ad Vincula*) of the course website; if you want to take advantage of all these resources from the very beginning of this course—*et certē dēbēs!*—then have a look at that list *NUNC* and visit each of the sites listed as soon as possible.

### **AUDĪTE ET DĪCITE: Listening and Speaking Assignments.**

A few lessons in this tutorial have an optional oral/aural component. If you wish to complete these speaking/listening assignments, you are asked to e-mail me to set up an appointment (in person, if you are in the Athens area, or by phone) and briefly address any questions you may have.

### **SPECTĀTE: Video or Brick-and-Mortar Classroom Observations and Mentoring.**

For some lessons, you will observe video of classroom teachers and write discussions of these observations. We may also identify a highly experienced local “Mentor Teacher” with whom you can meet and whose classes you can observe and perhaps even teach; if this proves possible, you will be asked to make brief journal entries about these activities as well.

### **MENTOR TEACHER/CURRENT TEACHING:**

Although not absolutely a *sine qua non*, nevertheless I would like us to try to identify for you a well qualified, experienced, local “Mentor Teacher,” someone within an hour or so from your home or school, who would be

willing to spend some time chatting with you, sharing ideas and resources, and—if her/his principal permits and school is in session—allow you to sit in and observe some classes, and possibly even participate by doing one or more mini sessions of 15 or 20 minutes, or perhaps teaching a full class—in short, someone who can give you as much time and experience as possible as a complement to your formal work for this course.

You will be asked in Lesson 1 if you have been able to identify someone for this role, and if not, we will see what we can do together to try to identify a suitable person; a simple form is provided on the course website for the teacher and her/his principal to complete and return to me, describing the teacher’s qualifications and indicating his/her willingness to participate in this program.

## **Scheduling Your Work**

Work steadily (at least one lesson a month, if possible), thoroughly, and not too quickly. No more than one lesson per week will be accepted.

*Verbum Sapienti:* You must be prepared to invest the large amount of quality time that this tutorial requires for success; expect to spend several hours on each of the lessons, including time for thoughtful reading, writing, and preparation of other class requirements. If you were taking this tutorial as a regular classroom course, you’d be in class three hours a week for fifteen weeks, so 45 hours. Typically, students need another two hours of study/preparation time outside of class for each hour in—another 90 hours, for a total of 135 hours. That is an average of eleven or twelve hours for each of the twelve lessons. Decide how many weeks you will spend in the tutorial and do the math: if you want to finish the twelve lessons in twelve weeks, expect to spend up to twelve hours a week on the work.

## **Grading and Examinations**

Your submitted assignments are commented upon but not “graded”; the tutorial has no examinations, only the 12 written assignments and the teaching portfolio.

## **Submitting Written Assignments**

Written Assignments consist of a series of discussions/essays on assigned readings and the preparation of such teaching materials as lesson plans, assessments, worksheets, Powerpoints, etc. As you work on these assignments, you should save your work in WORD PERFECT or WORD, so that you can complete an assignment in several work sessions before you submit it for comment and evaluation.

Once your Written Assignment is complete, you can email me the word-processing document or an EDITABLE pdf as an attachment, along with any other items assigned in that lesson.



**BONAM FORTVNAM!**

**Professor Richard A. LaFleur**  
aka, *Doctor Illa Flōra*