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LATIN 4770: Methods and Materials for Teaching Latin

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LATN 4770

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## Preface

This portfolio contains materials I used in my Latin 1 classes at Allentown HS, NJ and Mercer County Community College during the fall of 2009. The lesson plans and reflections are geared toward the high school, though I used most of the materials here at MCCC in a way that was quite similar, if somewhat abbreviated and more cursory.

My resume and teaching philosophy are followed by two days of lesson plans for Capitulum VI of Oerberg's *Lingua Latīna*. I learned Latin via *Lingua Latīna* and love using it with my students, but its demands of diligence and creativity continue to challenge me to better understand the language, the learning process, and language learners. This is my third time using the book as a teacher, but my courses are very much works in progress. Following the lesson plans are reflections and some of the materials used in the lessons. Also included are a TPR scenario adapted for Oerberg, designed to be used on the first day of Latin 1; and a dialogue on buying a villa which students can read, understand and perform after Capitulum VIII. Additional lesson plans (which I used during Capitulum VIII) and a plan for self-improvement follow.

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### Statement of Teaching Philosophy

In teaching Latin I focus on the language while keeping an eye on the big picture, which for me is developing the intellectual curiosity of my students. I teach mostly beginning levels of Latin at Allentown High School, NJ, and Mercer County Community College. I choose the beginning levels whenever possible because I am fascinated by the process of learning a language, and each year I can observe and influence that process anew. As I help students face the new, exciting, intimidating and frustrating challenge of learning a language, I coach, encourage, and admonish them, finding ways for them to understand the material and to mature into capable learners.

Although my goal is for my students to read Latin fluently and take great pleasure where students are successful, I concern myself with each student's development, including those who struggle with the language. The student who struggles or is unwilling to learn is the challenge that keeps me working hard to develop new materials and creative lesson plans. When lesson plans and materials are not enough, I work to find new ways to connect with students, to encourage and motivate them, and to help them deal in a positive way with frustrations and failure. I strive to create a warm classroom atmosphere, a class students look forward to, where they feel comfortable taking risks. To optimize my courses for all my students and to leave room for reflection and adjustment, I keep my syllabus flexible, rather than reusing a lesson plan from last year or from another teacher.

Although Latin can be effectively taught in a variety of ways, I prefer an active approach in which students learn not only to read fluently but also to write, to hear and to speak the language. Being able to process the sounds of another language and learning to take risks in producing a foreign language are immensely useful skills – skills that a student should not miss simply for having chosen

Latin. They are also essential for getting an intuitive sense of the language, a necessary tool for reading fluently. By both helping students learn the language and teaching them how to learn, I strive to deliver Latin's promise of a well-rounded education.

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### Teaching Improvement Plan

I strive to become a better teacher with each new unit and within each unit, as I reflect on how best to teach and as I make adjustments. I plan to have myself videotaped teaching a class, to see what areas could most use improvement. I suspect I will find I should be calling on a greater variety of students, smiling more, and speaking in Latin more often. In general, my teaching will be improved the more I speak Latin in class, and to this end I plan to attend the Conventiculum Dickinsoniense in July 2010, where I will work on my spoken Latin proficiency. I plan to continue to reach out to veteran teachers at workshops such as the Oerberg workshop I attended in the summer of 2009, and by communicating with my peers I plan to keep refreshing my teaching methods.

## Education

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Temple University, Philadelphia, PA

BA, Honors, Classics and English, May 2003

- GPA 3.79
- Foreign Language courses taken at Temple:
  - Latin: 8 semesters with 7 grades of A
  - Greek: 7 semesters with 6 grades of A
  - Italian: 2 semesters and 4 months living in Italy
  - French: 3 semesters
- Graduate level Education course: Methodologies in Foreign Language Education
- Temple chapter of Eta Sigma Phi (Classics Honors Society), President, Fall 2002

Temple University James E. Beasley School of Law, Philadelphia, PA

43 Credits postgraduate study in law, 2005-2006

## Professional Certifications

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NJ Provisional Certificate: Teacher of Latin

May 2007 – current

- Currently enrolled in NJ Alternate Route Program

## Experience

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Mercer County Community College, NJ

January 2009 – current

Latin Adjunct Instructor

Revived program, increasing enrollment and reintroducing Latin level 3

Allentown High School, Allentown, NJ

September 2007 – current

Latin Teacher

Teaching Latin levels 1 – 4

Introduced text (Hans Oerberg's *Lingua Latina Per Se Illustrata*) to the Latin program

Advised student founders of Latin Honors Society

East Brunswick Public Schools, East Brunswick, NJ

January – June 2007

Latin Teacher

Teaching Latin levels 1 – AP Vergil, grades 8 through 12

AP Latin: 40% of students earned a score of 5; 20% scored a 4; 20% scored a 3

Text: Cambridge Latin Course

Agnes Irwin School, Rosemont, PA

October 2006 – December 2006

Substitute Latin Teacher

Taught Latin at all 5 levels offered by the school as needed

Temple University, Philadelphia, PA

September 2001; January – December 2003

Latin Tutor

Tutored first- and second-level Temple University students in Latin

Temple University Project SHINE, Philadelphia, PA

September 2001 – December 2002

Volunteer English language Tutor

Tutored Chinese immigrants aged 50 and older in Philadelphia's Chinatown.

## Professional Organizations

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American Classical League

2006-2007

## Interests and Skills

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Languages:

- Proficient in reading and translation—Latin, Greek
- Semi-proficient—Italian, French, Spanish, Swedish

Latin conversation group at Temple University, Philadelphia, PA

Member

September 2006 – current

Museum Singers (American Swedish Historical Museum), Philadelphia, PA

Member

Spring 2006 – current

Choir specializing in traditional and historical Swedish songs, performing several times annually.



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Portfolio: Artifacts (sample lesson plans and materials)

## Sample lessons: 2 days of Oerberg's *Lingua Latīna*, Capitulum VI.

Day 1:

*Objective:*

- Introduce prepositions with the accusative, in particular ab & ad; students will be able to form sentences using these prepositions
- Introduce tam & quam; students will be able to use this construction in their own sentences

*Procedure:*

- Salvē, etc
- Read page 41
  - Chorally
  - Comprehension questions (oral)
  - Ask questions based on the map of Italy
- Ask questions in Latin, referring to students: Estne Spartacus prope Camillam? Etc.
- Powerpoint: Roman towns via google maps (showing the Roman city plan in Placentia, Florentia, Comum, etc)
- Tam quam beauty contest: students rank images using tam . . . quam
- Ask questions in Latin, referring to students: Estne Spartacus tam altus quam Camilla?
- Break
- Read page 42
  - Chorally
  - Comprehension questions (written & oral)
- List prepositions seen in the reading & the cases they take.
  - Note especially that ab = away from, uses the ablative; ad = towards, uses accusative
- TPR:
  - Ī ab Spartacō ad Camillam! Ī ab Camillā ad Spartacum! (first I give commands, then students)
  - Portā librum eius ab \_\_\_ ad \_\_\_! Portā mēnsam tuam ab \_\_\_ ad \_\_\_!
  - Ask: Unde venit? Quō it?
- Map: Circus Maximus, Palatine: students use prepositions to describe the items on a model of the area from the Circus Maximus to the Amphiteātrum Flāvium (post, prope, etc)
  - Ppt: Circus Maximus, Palatine (images of the items shown on the map)
- HW: Exercitia (choose the correct ablative or accusative ending)

Day 2:

*Objective:*

- Introduce the Locative, the ablative of separation and the accusative of direction; students will be able to use these in their own sentences

*Procedure:*

- Salvē, etc. Estne Spartacus prope Camillam? Etc. Estne Spartacus tam altus quam Camilla?
- Review:
  - Review page 41, answer oral questions based on map
  - Powerpoint: Via Appia
  - Review page 42
    - Especially quō, unde
  - List prepositions
  - Map: oppidum (from Traupman's Latin is fun): students use prepositions to describe the items on the map

- Review HW
  - Exercitia
- Read page 43
  - First paragraph
    - Read (choose volunteer to read aloud; then reread silently)
    - Iūlius servōs malōs baculō verberat: first, demonstrate this concept (Magister mēnsam baculō verberat), then explain that baculō in the ablative because you are using it, and have students describe what you are doing as you beat the table using a pen, chalk, etc. [NB: the ablative of means is seen for the first time in this chapter, but not formally introduced apart from its use with passive verbs]
    - amīcus Mēdī (Estne Camilla amīca Spartacī? Suntne amīcī? Suntne inimīcī?)
  - 46 – 51
    - Intro to locative
      - Have students give the meaning of “Estne in oppidō Tūsculō? Mēdus Tūsculī nōn est neque Rōmae est Mēdus, sed in viā Latīnā,” then ask why they translated it like that even though it doesn’t say ‘in Tūsculō’ --- lead them to note that Tūsculum & Rōma are cities/towns.
      - “Unde venit Mēdus? Mēdus Tūsculō venit.” Ask students give the preposition they would have expected before Tūsculō
      - “Mēdus Rōmam it.” Same as above.
      - Explain that Tūsculī, Rōmae are Locative, & that with “Tūsculō Rōmam it” prepositions aren’t needed
      - TPR: Write the names of Roman towns on the board, & command students to walk to & from them. Then have students command each other.
    - Ubi est Gualthērius (powerpoint with Waldo at different towns on a map of Italy: students respond with the locative form)
    - Help Totila ravage Italy (worksheet/guided composition): writing in Latin, students direct Totila from town to town using Italy’s road network. (model sentence: Totila Placentiā Arīminum viā Aemiliā it)
- HW: finish Totila worksheet

### Reflections on the lesson:

Capitulum 6 of Oerberg’s *Lingua Latina* teaches students the passive voice in a rather unorthodox way. First students are introduced to prepositions with the accusative; then to the locative, the ablative of separation and the accusative of direction; and finally to the passive voice.

This is the first year in which I have felt I had success with this chapter. Previously students were confused by the locative, and before they had worked through it, they had begun to learn the passive voice. In the end I found myself teaching both concepts independently of each other and independently of the text. This year we worked at a slower pace, and I really stressed the prepositions at the beginning of the chapter, in particular ab and ad, rather than thinking of that as the ‘easy’ part of the chapter. Students still found the locative rather challenging, but it came much more naturally in the context of the accusative of direction and ablative of separation, which themselves seemed like ‘ab’ and ‘ad’ phrases minus the preposition. Rather than proceed to the passive voice, I gave students a quiz on the chapter up to that point, which gave them a chance to let it all sink in. The payoff came with the passive voice, which my students found easy – they had already begun to see the versatility of the case system, and shifting from writing active to passive sentences was relatively simple conceptually.

What I would like to work on is making my presentation of this chapter a little more interesting. There is not much of a narrative to the text, and at times I really had to prod my students, giving them pop quizzes to keep them attentive. They enjoyed the TPR, and they liked my powerpoints, but the possibilities for TPR was limited, and a powerpoint cannot go on too long. The 'tam quam beauty contest' was also fun for them, but it was only one activity in a two-week chapter. I found myself breaking up my 90-minute periods with unrelated myths.

## Sample Lesson: Lesson plans for Capitulum VIII of Oerberg's Lingua Latīna

Objective: Read lines 36 – 47 of Chapter 8; practice vocabulary; practice relative clauses with cuius

Procedure:

- Conversational review
- Read lines 36 – 47
  - Have students read aloud; then comprehension questions (Latin & English)
- Cuius, quōrum/quārum sentences
  - Cuius est?
  - *Draw Aemilia, Lydia, Mēdus, Iūlius as couples. Have students describe each person*
  - Aemilia, cuius vir pecūniōsus est, multa ōrnāmenta habet.
  - Lydia, cuius vir pecūniōsus nōn est, multa ōrnāmenta nōn habet.
  - Mēdus, cuius sacculus est vacuus, ōrnāmenta nōn emit.
  - Iūlius, cuius sacculus vācuus plēnus est, multa ōrnāmenta emit.
  - Aemilia, cuius vir foedus est, lacrimat
  - Lydia, cuius vir fōrmōsus est, eum amat
- Delīnā (a variation on dictation, where students draw what I describe):
  - Tabernam
    - Mensam in tabernā.
    - Māla et bananās in mēnsā.
    - Post mēnsam, delīnā tabernārium in tabernā, quī māla et bananās vendit.
      - In hāc tabernā, māla et bananās venduntur. Tabernārius māla et bananās vendit.
    - Tabernārius ūnam bananam et ūnum mālum tenet.
    - Tabernārius clāmat, “māla et bananae!” Delīnā tabernārium quī clāmat, “māla et bananae!”
    - Ante hanc tabernam, delīnā viam.
    - Delīnā simiam quae saltat in hāc viā, et quae duās bananās habet.
  - Prope hanc tabernam, delīnā aliam tabernam.
    - Delīnā mēnsam in tabernā.
    - Delīnā ōrnāmenta in mēnsā: delīnā līnēās, anulōs, gemmās.
    - Post mēnsam, delīnā tabernārium in tabernā, quī ōrnāmenta vendit.
      - In hāc tabernā, ōrnāmenta venduntur. Hīc tabernārius līnēās et anulōs et gemmās et margarītās vendit.
    - Tabernārius līneam tenet.
    - Tabernārius ūnum ānulum cum gemmā tenet.
    - Tabernārius clāmat, “Emite ōrnāmenta! Ōrnāmenta fēminārum!”
    - Delīnā viam ante hanc tabernam.
    - Delīnā virum quī ambulat in viā prope tabernam in quā tabernārius ōrnāmenta vendit.
      - Delīna saccum magnum quem vir habet.
      - Hīc vir est tristis.
    - Delīnā fēminam cum virō, quae tabernam digitō mōnstrat. Haec fēmina laeta est.
      - Haec fēmina clāmat, “Cōnsiste, vir! Aspice tabernam! Ecce ōrnāmenta pulchra!”
- Vocab review (quiz tomorrow)

**Self-reflection:**

This chapter, which includes a story about a man and a woman at a jewelry shop, introduces the pronouns hic, ille, and the relative pronoun. The relative pronoun is the trickiest of these to get used to, so I had students write several sentences each day using a relative pronoun in a different case (by now students are familiar with at least one use of each case). This seemed to be much more digestible than the previous way I had taught this material, which was to have students divide sentences that included a relative clause; some students were able to handle the more grammatical approach and probably got more out of it than this new approach, but the majority of students were lost. With this new sentence model approach, most students found it relatively easy to write sentences with relative clauses, and afterwards had little trouble understanding the relative pronouns they encountered.

I have also been finding it more effective to use picture prompts (in this case a drawing on the board, at other times a drawing on a handout) to get students to write a particular type of sentence, than to have students approach Latin composition in a more abstract way. With the previous chapter, for example, students performed excellently at writing sentences using the dative case when a picture was in front of them; but when I asked them to translate from English to Latin, far fewer students were successful. I suppose that if the students were to eventually become proficient at writing in Latin under any circumstances, they would be better off for it, but I imagine that either method will get students to understand what they read and recognize case forms they see, and would rather accept what they can do and move on.

QUI VIR EST PULCHERRIMUS?

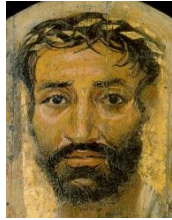
MAXIMUS



CASSIUS



PHILIPPUS



AULUS



AEMILIUS



I.

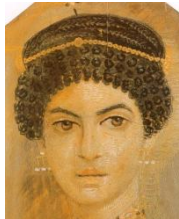
II.

III.

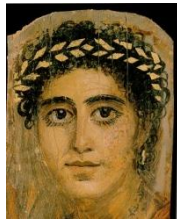
IV.

QUAE FEMINA EST PULCHERRIMA?

MINERVA



VALERIA



FORTUNA



SULPICIA



CLEOPATRA



I.

II.

III.

IV.

Answer Latin questions in Latin; otherwise, answer in English. Each question is 7 points; 100 points total.

**Locatīvus**

Flāvius, servus Traiānī, in viā Aurēliā est inter Genuam et Rōmam. Flāvius viā Aurēliā Rōmā Genuam it. Cūr Rōmā venit? Quia dominus eius, Traiānus, Rōmae habitat – neque Flāvius est amīcus dominī, quī servōs malōs baculō verberat! Cūr Flāvius Genuam it? Genuam it, nam Evānder, pater eius, Genuae habitat.

1. Quis est Flāvius?
2. Ubi est Flāvius?
3. Unde venit Flāvius?
4. Cūr?
5. Suntne Flāvius et Traiānus amīcī?
6. Quō it Flāvius?
7. Cūr?
8. Ubi habitat pater Flāvii?
9. In what case is Genuam (*not the one in the first sentence*)?
10. Why?
11. In what case is Rōmā?
12. Why?
13. In what case is Genuae?
14. Why?



Answer Latin questions in Latin; otherwise, answer in English. Each question is 7 points; 100 points total.

**Locatīvus**

Flāvius, servus Traiānī, in viā Aurēliā est inter Genuam et Rōmam. Flāvius viā Aurēliā Rōmā Genuam it. Cūr Rōmā venit?

Quia dominus eius, Traiānus, Rōmae habitat – neque Flāvius est amīcus dominī, quī servōs malōs baculō verberat! Cūr

Flāvius Genuam it? Genuam it, nam Evānder, pater eius, Genuae habitat.

1. Quis est Flāvius? *Flāvius est servus Traiānī.*
2. Ubi est Flāvius? *Flāvius in viā Aurēliā est/  
Flāvius inter Genuam et Rōmam est.*
3. Unde venit Flāvius? *Flāvius Rōmā venit.*
4. Cūr? *Dominus eius Rōmae habitat.*
5. Suntne Flāvius et Traiānus amīcī? *Flāvius et  
dominus amīcī nōn sunt.*
6. Quō it Flāvius? *Flāvius Genuam it.*
7. Cūr? *Nam pater eius Genuae habitat.*
8. Ubi habitat pater Flāvīi? *Pater eius Genuae  
habitat.*
9. In what case is Genuam (*not the one in the first  
sentence*)? *Accusative*
10. Why? *Flāvius is going there*
11. In what case is Rōmā? *Ablative*
12. Why? *Flāvius is coming from there*
13. In what case is Genuae? *Locative*
14. Why? *Evander is there*

**Lingua Latīna I**  
**Prepositions**

**Nōmen mihi est:**

**Diēs:**

**Scrībe Latīnē** (each phrase is 7 points; 100 total):

1. around Mārcus
2. away from Mārcus
3. behind Mārcus
4. between Mārcus and Lūna
5. far away from Camilla
6. in front of Camilla
7. in Italy
8. near Italy
9. out of Italy
10. towards Italy
11. on the via Flāminia
12. with Elissa
13. without Elissa
14. through the city gate

**Preposition bank:**

ab/ā  
ad  
ante  
apud  
circum  
cum  
ex/ ē  
in  
inter  
per  
post  
procul ab/ā  
prope  
sine

**Prepositions****Scribe Latīnē** (each phrase is 7 points; 100 total):

1. around Mārcus *circum Mārcum*
2. away from Mārcus *ā Mārcō*
3. behind Mārcus *post Mārcum*
4. between Mārcus and Lūna *inter Mārcum et Lūnam*
5. far away from Camilla *procul ā Camillā*
6. in front of Camilla *ante Camillam*
7. in Italy *in Italiā*
8. near Italy *prope Italiam*
9. out of Italy *ex Italiā*
10. towards Italy *ad Italiam*
11. on the via Flāminia *in viā Flāminia*
12. with Elissa *cum Elissā*
13. without Elissa *sine Elissā*
14. through the city gate *per portam*

**Preposition bank:**

ab/ā  
ad  
ante  
apud  
circum  
cum  
ex/ ē  
in  
inter  
per  
post  
procul ab/ā  
prope  
sine

Sententiae ūtilēs eī quī villam quaerit.

1. **Emptor:** Villam emere volō. (emere = to buy; volō = I want)  
*Vēnditor:* Ecce haec villa pulchra.
2. **E:** Quantum est pretium huius villae?  
*V:* Haec villa centum mille sēstertiīs cōstat.
3. **E:** Quot cubicula habet haec villa?  
*V:* Sunt tria cubicula in hāc villā.
4. **E:** Quot latrīnās habet haec villa? (latrīna = bathroom)  
*V:* Sunt duae latrīnae magnae in hāc villā.
5. **E:** Estne hortus?  
*V:* Etiam. Aspice ē fenestrā hortum pulchrum et magnum.
6. **E:** Estne piscīna? (piscīna = pool)  
*V:* Piscīna nōn est.
7. **E:** Haec villa est pulchra!  
*V:* Etiam, villa pulchra est.
8. **E:** Haec villa est foeda!  
*V:* Hoc cubiculum haud pulchrum est, sed aspice alia cubicula . . .
9. **E:** Haec villa est nimis parva!  
*V:* Sed tantum centum mille sēstertiīs cōstat . . .
10. **E:** Haec villa est satis magna.  
*V:* Etiam, satis magna est villa.
11. **E:** Haec culīna est nimis parva!  
*V:* Immō magna est culīna!
12. **E:** Haec culīna est satis magna. (culīna = kitchen)  
*V:* Etiam, culīna est magna.
13. **E:** Haec villa est nimis procul ab oppidō.  
*V:* Procul ab oppidō! Immō prope oppidum est!
14. **E:** Haec villa est in mediō oppidō.  
*V:* Etiam, in mediō oppidō est.
15. **E:** Sunt blattae in hāc villā! (blatta = cockroach)  
*V:* Quid? Ea nōn blatta, sed mūsca parva est. (mūsca = fly)
16. **E:** Sunt mūrēs in hāc villa! (mūs = mouse)  
*V:* Quī mūrēs? Mūrēs nōn videō . . .
17. **E:** Hanc villam emere velim. (velim = I would like)  
*V:* Bene! Ecce argentārius . . . (argentārius = banker)
18. **E:** Necesse est mihi cogitāre. (cogitāre = to think)  
*V:* Bene, sed sunt multī aliī emptōrēs . . .
19. **E:** Grātiās agō, sed hanc villam nōlim. (grātiās agō = thank you)  
*V:* Concēdō. Aliae villae pulchrae nōn procul absunt . . . (concēdō = I agree)

**I. Passivus et Activus.** Change these sentences from active to passive or vice versa.

1. Mēdus Lydiam amat. \_\_\_\_\_
2. Dominus irātus servum audit. \_\_\_\_\_
3. Rosae ā Iūliā carpuntur. \_\_\_\_\_
4. Iūlius nāsum Syrae timet. \_\_\_\_\_

**II. Singulāris et Plūrālis.** Make the entire sentence plural or v.v.:

1. Ancilla ā servō amātur. \_\_\_\_\_
2. Servus prope villam dominī nōn est. \_\_\_\_\_
3. Servus rosam ancillae dat. \_\_\_\_\_

**III. Lēctiō I.** Answer Latin questions in Latin; otherwise, answer in English.

Procul ā dominō et servīs est Mēdus, servus malus quī viā Latīnā ab villā Iūliī Rōmam it. Via Latīna est longa, sed Mēdus fessus nōn est, nam is Rōmam ad Lydiam amīcam it. Lydia, pulchra amīca Mēdī, Rōmae habitat. Lydia Mēdum amat et ab eō amātur. Itaque Mēdus laetus est et cantat: “Amīca mea tam pulchra est quam līlium!” Mēdus autem sōlus est, et id quod cantat ā Lydiā nōn audītur.

Cūr Mēdus procul ā dominō abest? Procul abest, nam is dominum timet. Dominum timet, nam dominus servōs malōs baculō verberat!

1. Ubi est Mēdus?
2. Cūr Mēdus fessus nōn est?
3. Ubi habitat Lydia?
4. How beautiful is Lydia, according to Mēdus?
5. Auditne Lydia id quod Mēdus cantat?
6. Cūr Mēdus dominum timet?
7. In what case is ‘baculō’ (last line)?
8. Why is it in that case?

**IV. Lēctiō II.** Answer Latin questions in Latin; otherwise, answer in English.

Aemilia in cubiculō suō est cum Dēliā ancillā. Dēlia dominam suam ōrnat: margarītās circum collum Aemiliae pōnit. Aemilia mūltās margarītās et gemmās pulchrās habet, neque ūnum tantum ānulum, sed decem ānulōs gemmātōs.

Domina duōs ānulōs gemmātōs sūmit: “Ecce ānulī gemmātī, Dēlia.”

Dēlia: “Ō, quam pulchrī sunt illī ānulī!”

Aemilia ūnum ānulum Dēliae ostendit: “Aspice hunc ānulum! Pretium huius ānulī est mīlle et centum sēstertī.”

Dēlia: “Id magnum pretium est!”

Dēlia ānulum sūmit et ante ōculōs suōs tenet: gemmam ānulī aspicit.

Dēlia: “In hōc ānulō nōn tanta gemma est quanta in illō.” Dēlia alium ānulum gemmātum digitō mōnstrat.

Aemilia: “Tanta gemma ad tam parvum ānulum nōn convenit. Neque pretium illīus gemmae tantum est quantum huius. Haec gemma sōla mīlle sēstertīis cōnstat. Hunc ānulum pōne in digitō meō!”

Ancilla ānulum gemmātum in digitō dominae pōnit. In quō digitō? In digitō quārtō, nam ānulus ad eum digitum convenit. Aemilia laeta aspicit digitum suum quī ānulō ōrnātur.

1. Quid agit Dēlia (1<sup>st</sup> paragraph)?
2. Quot ānulōs habet Aemilia?
3. Quot ānulōs Aemilia Dēliae ostendit?
4. Quid est pretium ānulī quem Aemilia Dēliae ostendit?
5. Translate: Dēlia alium ānulum gemmātum digitō mōnstrat.
6. Dēlia alium ānulum dominae mōnstrat. Cūr ille ānulus Aemiliam nōn dēlectat?
7. Quae gemma māior (bigger) est – gemma in ānulō quem Aemilia amat? Gemma in aliō ānulō?
8. Translate: “. . . Neque pretium illīus gemmae tantum est quantum huius. Haec gemma sōla mīlle sēstertīis cōnstat. Hunc ānulum pōne in digitō meō!”
9. In quō Aemiliae digitō pōnitur ānulus?

V. Write sentences based on the pictures, using the relative pronoun modeled.

**cui**

Ex: Fēmina cui Mēdus speculum dat est Dēlia. (Include Mēdus in these sentences!)

1. \_\_\_\_\_
2. \_\_\_\_\_

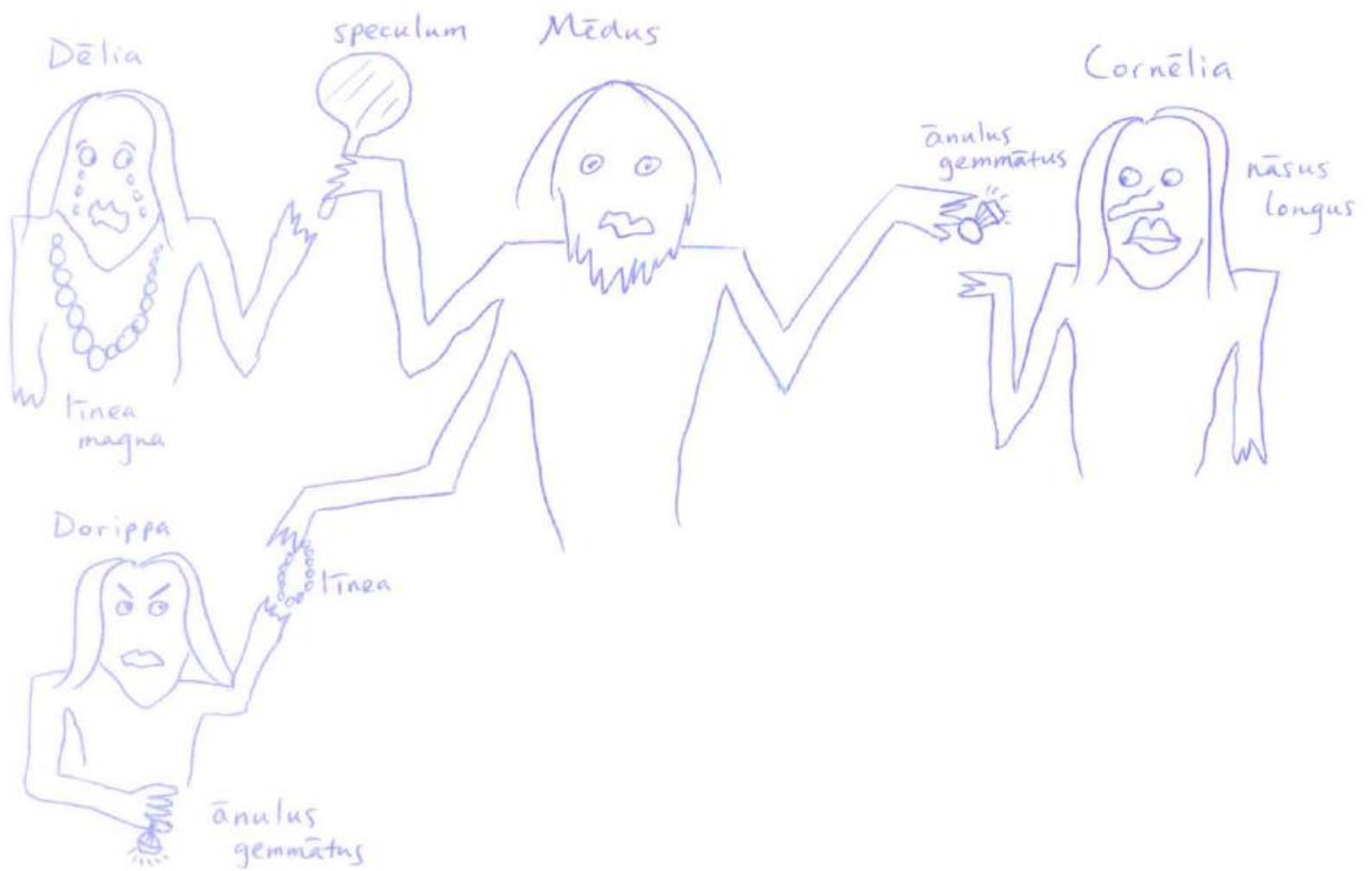
**cuius**

Ex: Fēmina cuius līnea est magna Dorippa est. (For these sentences, focus on the 3 women!)

3. \_\_\_\_\_
4. \_\_\_\_\_

**Translate:**

5. Servī quōrum dominus irātus est timent. \_\_\_\_\_  
\_\_\_\_\_
6. Ānulus in quō gemma nōn est vigintī nummīs cōstat. \_\_\_\_\_  
\_\_\_\_\_



I. **Passīvus et Actīvus.** Change these sentences from active to passive or vice versa.

5. Mēdus Lydiam amat. Lydia ā Mēdō amātur.
6. Dominus irātus servum audit. Servus ā dominō irātō auditur.
7. Rosae ā Iūliā carpuntur. Iūlia rosās carpit.
8. Iūlius nāsum Syrae timet. Nāsus Syrae ā Iūliō timētur.

II. **Singulāris et Plūrālis.** Make the entire sentence plural or v.v.:

4. Ancilla ā servō amātur. Ancillae ā servis amantur.
5. Servus prope villam dominī nōn est. Servi prope villās dominōrum nōn sunt.
6. Servus rosam ancillae dat. Servi rosās ancillis dant.

III. **Lēctiō I.** Answer Latin questions in Latin; otherwise, answer in English.

Procul ā dominō et servīs est Mēdus, servus malus quī viā Latīnā ab villā Iūliī Romam it. Via Latīna est longa, sed Mēdus fessus nōn est, nam is Rōmam ad Lydiam amīcam it. Lydia, pulchra amīca Mēdī, Romae habitat. Lydia Mēdum amat et ab eō amātur. Itaque Mēdus laetus est et cantat: “Amīca mea tam pulchra est quam līlium!” Mēdus autem sōlus est, et id quod cantat ā Lydiā nōn auditur.

Cūr Mēdus procul ā dominō abest? Procul abest, nam is dominum timet. Dominum timet, nam dominus servōs malōs baculō verberat!

9. Ubi est Mēdus? Mēdus in viā Latīnā est / Mēdus procul ā dominō abest.
10. Cūr Mēdus fessus nōn est? Mēdus fessus nōn est, nam is ad Lydiam amīcam it.
11. Ubi habitat Lydia? Lydia Rōmae habitat.
12. How beautiful is Lydia, according to Mēdus? Lydia is as beautiful as a lily.
13. Auditne Lydia id quod Mēdus cantat? Id quod Mēdus cantat Lydia nōn audit.
14. Cūr Mēdus dominum timet? Quia dominus servōs malōs baculō verberat.
15. In what case is ‘baculō’ (last line)? ablative
16. Why is it in that case? He is using the baculum



**IV. Lēctiō II.** Answer Latin questions in Latin; otherwise, answer in English.

Aemilia in cubiculō suō est cum Dēliā ancillā. Dēlia dominam suam ōrnat: margarītās circum collum Aemiliae pōnit. Aemilia mūltās margarītās et gemmās pulchrās habet, neque ūnum tantum ānulum, sed decem ānulōs gemmātōs.

Domina duōs ānulōs gemmātōs sūmit: “Ecce ānulī gemmātī, Dēlia.”

Dēlia: “Ō, quam pulchrī sunt illī ānulī!”

Aemilia ūnum ānulum Dēliae ostendit: “Aspice hunc ānulum! Pretium huius ānulī est mille et centum sēstertii.”

Dēlia: “Id magnum pretium est!”

Dēlia ānulum sūmit et ante ōculōs suōs tenet: gemmam ānulī aspicit.

Dēlia: “In hōc ānulō nōn tanta gemma est quanta in illō.” Dēlia alium ānulum gemmātum digitō mōnstrat.

Aemilia: “Tanta gemma ad tam parvum ānulum nōn convenit. Neque pretium illius gemmae tantum est quantum huius. Haec gemma sōla mille sēstertiīs cōnstat. Hunc ānulum pōne in digitō meō!”

Ancilla ānulum gemmātum in digitō dominae pōnit. In quō digitō? In digitō quārtō, nam ānulus ad eum digitum convenit. Aemilia laeta aspicit digitum suum quī ānulō ōrnātur.

10. Quid agit Dēlia (1<sup>st</sup> paragraph)? Dēlia dominam suam ōrnat.

11. Quot ānulōs habet Aemilia? Aemilia decem ānulōs habet.

12. Quot ānulōs Aemilia Dēliae ostendit? Aemilia ūnum ānulum Dēliae ostendit.

13. Quid est pretium ānulī quem Aemilia Dēliae ostendit? Pretium ānulī est mille et centum sēstertii.

14. Translate: Dēlia alium ānulum gemmātum digitō mōnstrat. Dēlia points to another gemmed ring with her finger.

15. Dēlia alium ānulum dominae mōnstrat. Cūr ille ānulus Aemiliam nōn dēlectat? Quia ille ānulum gemmam nimis magnum habet.

16. Quae gemma māior est – gemma in ānulō quem Aemilia amat? Gemma in aliō ānulō? (māior = bigger)

Gemma in aliō ānulō māior est.

17. Translate: “. . . Neque pretium illius gemmae tantum est quantum huius. Haec gemma sōla mille sēstertiīs cōnstat. Hunc ānulum pōne in digitō meō!”

And the price of that gem is not as big as of this one. This gem alone costs 1,000 HS. Put this ring on my finger!

18. In quō Aemiliae digitō pōnitur ānulus? In digitō quārtō pōnitur ānulus.

V. Write sentences based on the pictures, using the relative pronoun modeled.

**cui**

Ex: Fēmina cui Mēdus speculum dat est Dēlia. (Include Mēdus in these sentences!)

7. Fēmina cui Mēdus ānulum gemmātum dat nāsū longū habet.
8. Fēmina cui Mēdus lineam dat est irāta.

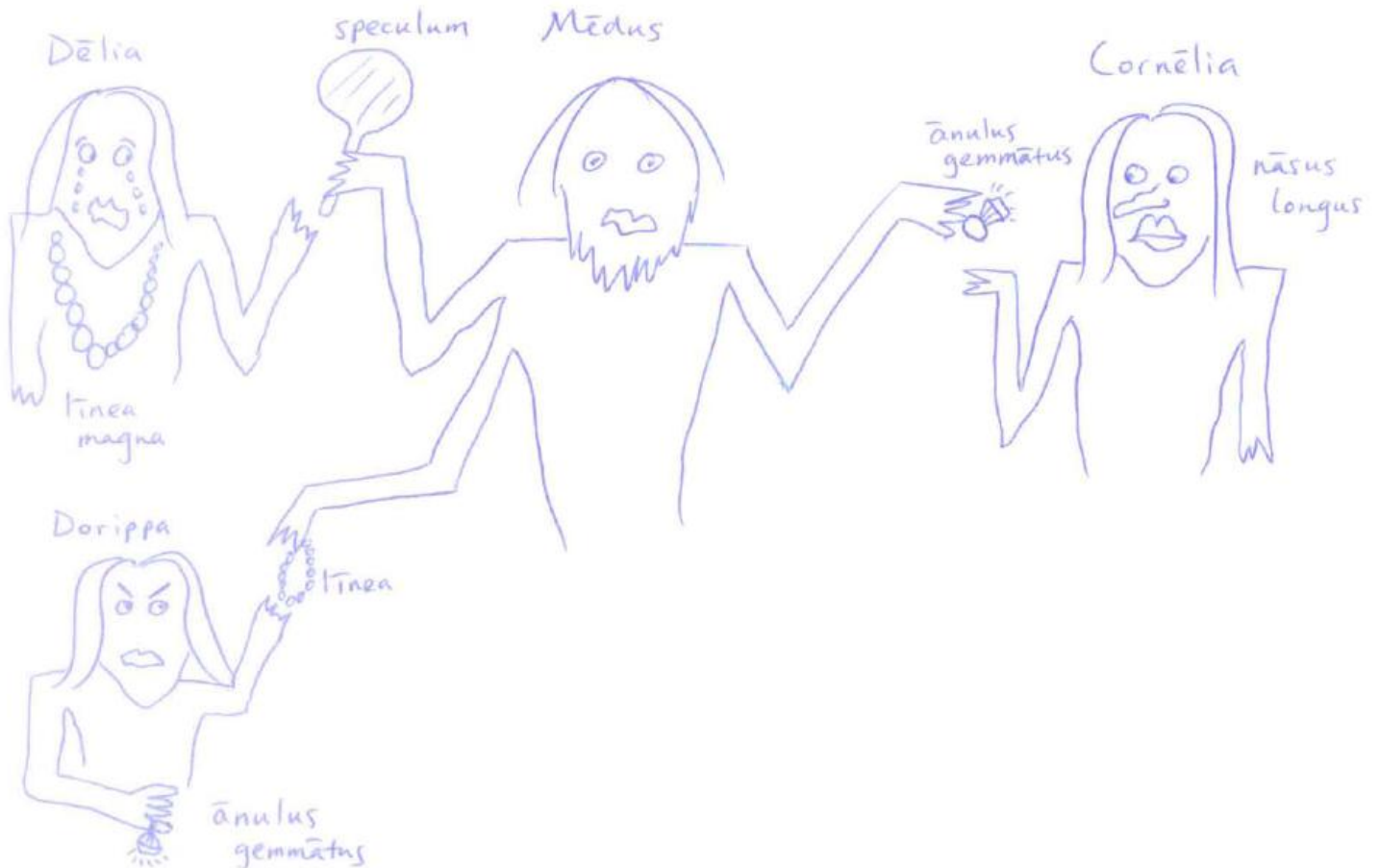
**cuius**

Ex: Fēmina cuius linea est magna Dorippa est. (For these sentences, focus on the 3 women!)

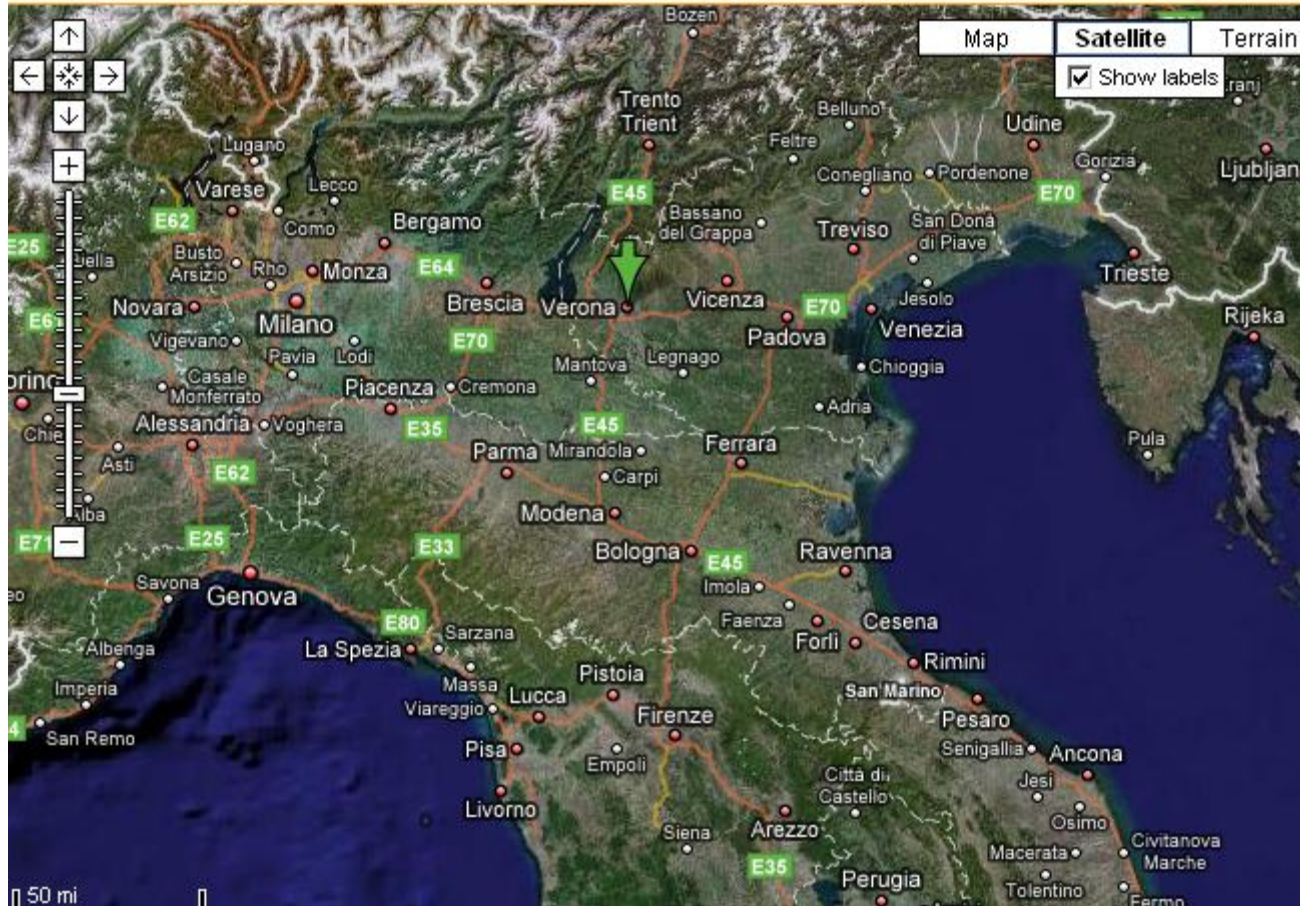
9. Fēmina cuius nāsus est longus Cornēlia est.
10. Fēmina cuius ānulus est gemmātus irāta est.

**Translate:**

11. Servī quōrum dominus irātus est timent. The slaves whose master is angry are afraid.
12. Ānulus in quō gemma nōn est vigintī nummīs cōstat. The ring in which there is no gem costs 20 HS.



# Roman Towns from Space





# Lucca (Roman Luca)





Lucca's amphitheater, with shops built in



Lucca's amphitheater, with shops built in





Verona. Can you see the modern and ancient city plans?





# Florence (Florentia)







Placentia (Piacenza, Italy)





Ticinum (Pavia, Italy)



Pompeii is older (originally Greek),  
and its city plan is more irregular





Rome didn't have a city plan until it was too late to make it orderly.  
Here's the Roman forum and the Colosseum.





Can you see the Colosseum? The two circuses?





# The Stadium of Domitian/Piazza Navona, and the Pantheon







Here's the Piazza Navona looking north, to where the chariots would turn. The buildings on the sides are built on the foundations of the seating .



# Here's the Colosseum and the Circus Maximus





The Circus Maximus during Live8. The Emperor would have watched from the buildings in the background.





Here's where I used to live in Rome.





Como. Do you see the rectangular Roman town? Also, do you see the boats in the lake?





The boats will take you to towns around the lake (the black blotch) . . .





















# Sources

- Slides 1 – 12, 14, 16 – 18: [maps.google.com](http://maps.google.com)
- Slide 4:  
<http://k41.pbbase.com/u48/rjosborne/large/35559296.Luccaamphitheatre.jpg>
- Slide 13:  
[http://en.wikipedia.org/wiki/File:Piazza\\_Navona\\_1.jpg](http://en.wikipedia.org/wiki/File:Piazza_Navona_1.jpg)
- Slides 14, 18 – 22: my own photos

Help Totila the Barbarian ravage Italy! Map out his itinerary, making use of Italy's extensive road network.

Remember:

- Use the locative when the subject is in a city
  - The singular 1st & 2d declension forms of the locative look just like the genitive.
- Use the accusative when the subject is going to a city;
- Use the ablative when the subject is coming from a city (also when you are using something – *dominus servōs baculō verberat*)

Q. Ubi est Totila?

A. Est Placentiae.

Q. Quō it Totila?

A. Placentiā Arimīnum Viā Aureliā it.

Q. Quid illīc agit?

A. Oppidum vastat.

Q. Ubi est Totila?

A. \_\_\_\_\_

Q. Deinde quō it?

A. \_\_\_\_\_

\_\_\_\_\_

Q. Quid illīc agit ?

A. Oppidum vastat.

Q. Ubi est Totila?

A. \_\_\_\_\_

Q. Deinde quō it?

A. \_\_\_\_\_

\_\_\_\_\_

Q. Quid illīc agit?

A. Oppidum vastat.

Q. Ubi est Totila?

A. \_\_\_\_\_

Q. Deinde quō it?

A. \_\_\_\_\_

\_\_\_\_\_

Q. Quid illīc agit?

A. Oppidum vastat.

## First day TPR

### Vocab:

surgere	sē vertere	ad
cōnsīdere	iānua	tardē
ambulāre	sella	cito
consistere	tābula	
salīre	fenestra	

### 1. Intro

- You don't have to say anything: just do what I tell you, or what you think I'm telling you, and you'll be OK.
- You're not allowed to speak in English until we're done. Since you don't know how to ask to use the bathroom, that automatically means you'll have to wait for 20 minutes or so until we're done with this.
- I need you to move your desks aside to make a space in the middle, but leave enough room to go to your desks & sit back down.
- Are you ready? Parātī estis?

### 2. Practice

Ego p̄imum, tum v̄os.

Surgō.

Cōnsīdō.

Surgō.

Cōnsīdō.

Nunc v̄os, discipulī, agite:

Surgite!

Cōnsīdite!

Surgite!

Cōnsīdite!

Satis est. Nunc ego.

Ambulō.

Consistō.

Ambulō.

Consistō.

Ambulō.

Mē vertō.

Ambulō.

Mē vertō.

Ambulō.

Consistō.

Nunc v̄os, discipulī, agite:

Ambulāte!

Consistite!

Ambulāte!

Consistite!

Ambulāte!

V̄os vertite!

Ambulāte!

V̄os vertite!

Ambulāte!

Consistite!

Satis est. Nunc ego.

Ambulō.

Consistō.

Ambulō cito.

Consistō.

Ambulō tardē.

Consistō.

Ambulō cito.

Consistō.

Ambulō tardē.

Consistō.

Nunc v̄os, discipulī, agite:

Ambulāte!

Consistite!

Ambulāte cito!

Consistite!

Ambulāte tardē!

Consistite!

Ambulāte cito!

Consistite!

Ambulāte tardē!

Consistite!

Satis est. Nunc ego.

Ambulō ad ōstium.

Ambulō ad sellam.

Ambulō ad ōstium.

Ambulō ad sellam.

Nunc v̄os, discipulī, agite:

Ambulāte ad ōstium!

Ambulāte ad sellās!

Ambulāte tarde ad ōstium!

Ambulāte cito ad sellās!

Cōnsīdite!

Surgite!

Ambulāte ad ōstium!

Consistite!

Ambulāte ad ōstium!

Consistite!

V̄os vertite!

Ambulāte ad ōstium!

Ambulāte ad sellās!

Cōnsīdite!

Surgite!

Satis est. Nunc ego.

Ambulō ad fenestram.

Ambulō ad tābulam.

Ambulō ad fenestram.

Ambulō ad tābulam.

Nunc v̄os, discipulī, agite:

Ambulāte ad fenestram!

Ambulāte ad tābulam!

Ambulāte tardē ad fenestram!

Ambulāte cito ad tābulam!

Ambulāte cito ad sellās!

Cōnsīdite!

Surgite!

Ambulāte ad ōstium!

Ambulāte ad sellās!

Consistite!

V̄os vertite!

Ambulāte ad sellās!

Cōnsīdite!

### 3. Would anyone volunteer to take some orders individually?

### 4. Now you tell me what to do.

### 5. Now, I'm going to give a command, and you try to write what you hear.

### 6. Now it's time for the quiz.

## 2d day TPR

### Vocab:

mōnstrāre	pulsāre	pavīmentum
aspicere	trudere	mēnsa
īre	dūcere	ab/ā
tangere	pariēs	rursus

**1. Review:** Students obey commands as group, individually, give commands.

### **2. New material / practice**

Ego p̄rimum, tum v̄s.

Eō ad tābulam.  
Eō ā tābulā ad fenestram.  
~~mēnsa  
~~pariēs  
~~ōstium  
~~sella  
~~tabula  
~~fenestra

Nunc v̄s, discipulī, agite:

Surgite!  
Īte ad tābulam!  
Īte ā tābulā ad fenestram!  
~~ mēnsa  
~~ pariēs  
~~ ōstium  
~~ sella  
~~ tabula  
~~ fenestra

Satis est. Nunc ego.

Monstrō . . .  
~~ tābulam.  
~~ parietem.  
~~ fenestram.  
~~ ōstium.  
~~ sellam.  
~~ mēnsam.  
~~ pavīmentum.

Nunc v̄s, discipulī, agite:

Monstrāte . . .  
~~ tābulam.  
~~ parietem.  
~~ fenestram.  
~~ ōstium.  
~~ sellam.  
~~ mēnsam.  
~~ pavīmentum.

Satis est. Nunc ego.

Tangō tābulam.  
Aspiciō fenestram.  
Pulsō ōstium.  
Trudō mēnsam. (use student table)  
Dūcō sellam. (use student chair)  
[repeat]

Nunc v̄s, discipulī, agite:

Tangite tābulam!  
Aspicite fenestram!  
Pulsāte ōstium!  
Aspicite fenestram!  
Trudite mēnsam!  
Dūcite sellās!  
Tangite tābulam!  
Aspicite fenestram!  
Īte ā tābulā ad sellās!  
Cōnsidite!  
Monstrāte ōstium!  
Monstrāte pavīmentum!  
Monstrāte parietem!  
Monstrāte sellam!  
Monstrāte fenestram!  
Surgite!  
Trudite mēnsam!  
Dūcite sellās!  
Tangite sellās!  
Tangite pavīmentum!  
Tangite sellās!  
Aspicite fenestram!  
Aspicite pavīmentum!  
Aspicite tābulam!  
Aspicite fenestram!  
Aspicite pavīmentum!  
Aspicite sellās!  
Pulsāte sellās!  
Pulsāte pavīmentum!  
Trudite mēnsam!  
Dūcite sellās!  
Tangite sellās!  
[do **rursus** here, repeating some action]  
[finish with Īte ā! & day 1 review]

**3. Would anyone volunteer to take some orders individually?**

**4. Now you tell me what to do.**

**5. Now, I'm going to give a command, and you try to write what you hear.**

**6. Now it's time for the quiz.**

3d day TPR Use for first day with books / notebooks?

Vocab:

aperīre	liber	libellus (notebook)
claudere	saccus (bookbag)	penna
sūmere	oculus	in + abl
pōnere	ōs	in + acc
tollere	manus	ē/ex

**1. Review:** Students obey commands as group, individually, give commands.

**2. New material / practice. Tell students to have their books, notebooks, & pens out.**

Ego p̄rimum, tum v̄s.

Aperiō ōs.

Claudō ōs.

Aperiō oculōs.

Claudō oculōs.

Aperiō ōs.

Claudō ōs.

Satis est. Nunc ego.

Sumō saccum.

Pōnō saccum in pavīmentum.

Sumō saccum.

Dēpōnō saccum in pavīmentum.

Nunc v̄s, discipulī, agite:

Aperīte ōra!

Claudite ora!

Aperīte oculōs!

Claudite oculōs!

Nunc v̄s, discipulī, agite:

Sumite saccōs!

Pōnite saccōs in pavīmentum!

Sumite saccōs!

Pōnite saccōs in pavīmentum!

Satis est. Nunc ego.

Ecce liber.

Aperiō librum.

Claudō librum.

Aperiō librum.

Claudō librum.

Satis est. Nunc ego.

Pōnō librum in saccō.

Sumō librum ē saccō.

Pōnō pennam in saccō.

Sumō pennam ē saccō.

Pōnō libellum in saccō.

Sumō libellum ē saccō.

Pōnō librum in saccō.

Pōnō pennam in saccō.

Pōnō libellum in saccō.

Sumō pennam ē saccō.

Sumō libellum ē saccō.

Sumō librum ē saccō.

Nunc v̄s, discipulī, agite:

Aperīte librōs!

Claudite librōs!

Aperīte librōs!

Claudite librōs!

[have one student open & close the door]

Nunc v̄s, discipulī, agite:

Pōnite librōs in saccīs!

Sumite librōs ē saccīs!

Pōnite pennās in saccīs!

Sumite pennās ē saccīs!

Pōnite libellōs in saccīs!

Sumite libellōs ē saccīs!

Pōnite librōs in saccīs!

Sumite librōs ē saccīs!

Aperīte librōs!

Claudite librōs!

Pōnite librōs in saccīs!

Satis est. Nunc ego.

Tollō manum.

Pōnō manum in mēnsam.

Tollō manum.

Pōnō manum in mēnsam.

Nunc v̄s, discipulī, agite:

Tollite manūs!

Pōnite manūs in mēnsās!

Tollite manūs!

Pōnite manūs in mēnsās!

[finish with review: work in p̄rimum, tum, postrēmō]

4th day TPR. Students will need bacula, sacculī, nummī, arcae. (Save for Capitulum IV?)

**1. Review:** Students obey commands as group, individually, give commands.

Vocab:

tenēre	baculum	post
capere	sacculus	sub
verberāre	arca	
nummus	ante	

**2. New material / practice**

Ego p̄rimum, tum v̄s.

Capiō nummum.

Pōnite nummum in pavīmentum.

Pōnite nummum in mēnsam.

Pōnite nummum in arcā.

Capiō baculum.

Verberō mēnsam.

Pōnite baculum in sacculō.

Sūmō nummum arcā.

Sūmō baculum ē sacculō.

Verberāte mēnsās!

Pōnite bacula in sacculīs!

Sūmīte nummōs ex arcīs!

Sūmīte bacula ē sacculīs!

Verberāte mēnsās!

Satis est. Nunc ego.

Capiō sacculum.

Teneō sacculum post mē.

Teneō sacculum ante mē.

Teneō sacculum ante mēnsam.

Teneō sacculum post mēnsam.

Teneō sacculum sub mēnsam.

Pōnite sacculum in mēnsam.

Nunc v̄s, discipulī, agite:

Capite nummōs!

Pōnite nummōs in mēnsās!

Pōnite nummōs in pavīmentum!

Pōnite nummōs in mēnsās!

Capite bacula!

Verberāte mēnsās!

Pōnite bacula in mēnsās!

Capite nummōs!

Pōnite nummōs in arcīs!

Capite bacula!

Nunc v̄s, discipulī, agite:

Capite sacculōs!

Teneō sacculōs post sē!

Teneō sacculōs ante sē!

Etc.

**3. Would anyone volunteer to take some orders individually?**

**4. Now you tell me what to do.**

**5. Now, I'm going to give a command, and you try to write what you hear.**

**6. Now it's time for the quiz.**

## Typical TPR lesson

1. Intro (first day); warmup & review (other days)
2. Teacher says commands & does them at the same time.
3. Teacher says commands, gestures commands, students perform them. (in vocative plural)
4. Teacher says commands, students perform them.
5. Teacher commands individual students (in vocative singular)
6. Students command teacher
7. Spelling
8. Quiz