



Nora Smaldore

Teaching Portfolio
For Dr. Richard A. LaFleur

LATN 4770: Methods and Materials for Teaching Latin

June 25, 2009



Table of Contents

Preface.....	3
Philosophy of Education.....	4
Total Physical Response Scenario.....	5
Sample Lesson “The Story’s The Thing”.....	6
Personal Development Plan.....	7
Sample Unit Plan - Unit 1	9 - 12
Review Material Handout	13
Second Conjugation Practice Worksheet.....	14
Second Conjugation Quiz.....	15
Second Conjugation Key.....	16
Second Conjugation Story.....	17
Iliad Power Point.....	19 - 21
Comparative/Superlative Notes.....	22 - 24, 26, 29
Comparative/Superlative Practice.....	25, 27 - 28
Comparative/Superlative Unit Test.....	30 - 31
In-Class Sight Translations.....	33
In-Class Homework Review.....	34 - 38
Sample Upper Level Latin Test.....	34 - 42
Observations of Mentor’s Teaching.....	44
Self Observation.....	45 - 48
Resume.....	49

Preface

Having finished my second year of teaching, both of which were at Cherry Hill High School East, I have enclosed artifacts used during September 2007 and June 2009 within the whole of this document. Cherry Hill High School East is a suburban, public high school with approximately 2,300 students. My students are mainly of Caucasian decent with a large sub-group of Asian students. I have very few students with learning disabilities. Combing through my documents from past two years, I have chosen a handful that cover everything from unit plans to power points. Since my course load covers every level of Latin from first year through fourth, the documents provide a glimpse of the activities for each of those courses.

Principles of Learning

1. Organizing for Effort
2. Clear Expectations
3. Fair and Credible Evaluation
4. Recognition of Accomplishment
5. Academic Rigor in a Thinking Curriculum
6. Accountable Talk
7. Socializing Intelligence
8. Self Management of Learning
9. Learning as Apprenticeship

Philosophy of Education

I have never been able to stand by. I need to help change things, or at least try to. Theodore de Bouville said, “Those who do nothing are never wrong.” Well, I say, bring on the mistakes! Knowing that I am a human means I am fallible and I accept that. Knowing that I am a teacher means I am liable for others’ education and I refuse to fail them. I strive to constantly amend my methods and even the means with which I teach my students. I know that if I kept my lessons the same it would only be a form of insanity that Albert Einstein warned about: “Insanity is doing the same things over and over again and expecting different results.” Inevitably, as a novice teacher lessons or units may not always be perfect, but the effort and concern taken to correct them will always be beneficial.

Within the classroom there is one major, overarching philosophy that rules my room: respect. Respect for my students, respect for the teacher and, above all, respect for their peers. When respect governs a class room, students are more likely to find common interests and bond with one another. A nurturing class room environment is the best tool any teacher can ask for. Teachers can have every new technology available, but if the class room environment is hostile, there will never be any learning.

Since my classes are combined, within learning levels and grades, I have different expectations for all of my students. I set my expectation at their personal best. I base that best on integrity, organization, cooperation, initiative, flexibility, perseverance, patience, friendship, curiosity, effort, responsibility, problem solving, common sense, and sense of humor. As the sole Latin teacher at Cherry Hill High School East, I have the privilege of seeing my students grow during the year and mature over several. Having that luxury affords me the ability to dwell more on the human side of education and cultivate relationships, which is the main reason I do what I do.

Total Physical Response Scenario Constructed for Pensum X Question II

The students will act out part of the Aeneas story for the novice Latin 1 level. In small groups they will each be assigned certain words and will design class actions for them. They might make sad faces for “miser”, snatch the air with their fists for “occupAbant”, hold their hands to their mouths as they “convocAte”, make gulping sounds for water, paddling for “navigo”, shake their hands for “periculum” etc. We will take a few minutes to review the actions as a class before getting into the story. Together the boys will read Aeneas’ parts from their books and the girls will do so for Dido. Later we’ll find a passage where the girls get the majority of the lines.

AenEAs: “GraecI TrOiam occupAbant. NostrOs virOs fEminAsque cum amIcIs ad oppidO portam convocAbam. Propter perIculum sacra deOrum ad portam portAbAmus, et AnchIsae dabAmus. MeI servI frUmentum et aquam parAbant. MeIs amIcIs servIsque gladiOs dAbam.

“AnchIsEs deOs invocAbat: ‘AmAbAtis TrOiam TrOiAnOsque. Ubi estis? SpectAtisne nostra perIcula? Inter multa perIcula labOrAmus. Nonne amant deI nostrum patriam?’”

“Bellum ertat longum; diU labOrAbAmus. Nunc nAvigAbam ab AsiA cum AnchIsA AscaniOque et sacrIs deOrum TrOiAnOrum.”

DIdO: “Sed CreUsa ubi erat?”

AenEAs: “O, non aderat! (students might shade their eyes and look around with a panicked expression - my favorite of the whole story!) Miser eram sine fEminA meA. Sed interim ab AsiA nAvigAbAmus ad ThrAciam.

DIdO: “Ubi est Thracia?”

AenEAs: “In EuropA est. Sed ibi erat perIculum magnum, et deI TrOiAnOs in altum vocAbant.”

DIdO: “PosteA ubi eratis?”

AenEAs: “Est in alto Insula sacra, Insula deI. Ad Insulam nAvigAbAmus, et ibi dues AnchIsae bona verba dabat de nostrA fortuna.”

After the story has been read and acted out. I will ask for volunteers to explain what happened. Here, I may choose more girls than boys, since they had fewer lines to read and could concentrate more on the written Latin.

Sample Lesson Plan for a "The Story's The Thing" Lesson

Nora Smaldore
Latin 1

Objective: convey the story of Arachne

Introductory Activities - 5-10 minutes

Poll the class for possible ideas about the myth.

Poll the class for ideas about what a cosmogonic (creation) myth is. Ask for other examples with which they are familiar.

Developmental Activities - 20 mins

I will lively act out the myth from Minerva's point of view.

Hand out a modified version of the Latin myth. Ask students to work in partners and translate the myth. The story is broken up into parts allowing for the students to draw a small picture at 4 points: when Minerva hears Arachne boasting, as they compete, when Minerva gets angry, when she transforms Arachne. (25 minutes)

These activities allow students to comprehend and interpret the story of Arachne.

Culminating Activities - 10 - 15 mins

Create an English and Latin version of the myth from Arachne's point of view. Students can start to work on the Latin and finish for a homework assignment. The reasoning behind both English and Latin is that by submitting the English, the students are making themselves accountable for the Latin which they have created. Students will type the assignment, so that during the following class period, we can share some student versions, noting the difference in tone, which undoubtedly will arise.

Professional Development Plan:

(Part 1: A summary of progress towards the previous year's plan).

During 2008-2009,

- 1) attended a two week summer workshop (Rome in the Lab and in Situ), through the American Classical Institute, where she studied digital technology in the lab and on site in Rome;
- 2) engaged with colleagues in workshops and discussions regarding curriculum and instruction as it relates to the standards initiative;
- 3) submitted lesson plans, unit plans, assignments, and assessments that reflect the standards and that include:
 - a) active engagement of the learners;
 - b) a full range of assessments, which include at least one opportunity for student performance each marking period;
 - c) use of rubrics;
 - d) emphasis on application and other higher order cognitive skills;
 - e) attention to students' various learning styles in both instruction and assessment; and
 - f) implementation of the department's "institutionalized" expectations as outlined in the school's compendium;
- 4) employed the *Principles of Learning* in daily instructional practices, curriculum development and assessments.

(Part 2: Include: objective(s), action plan for each objective to include timeline and responsibilities).

During 2009-2010, will:

- 1) attend the 62nd Annual Summer Institute hosted by the American Classical League
- 2) attend the annual Advanced Placement Conference
- 3) engage with colleagues in workshops and discussions regarding curriculum and instruction as it relates to the standards initiative;
- 4) submit unit plans, assignments, and assessments that reflect the standards and that include:
 - a. active engagement of the learners;
 - b. a full range of assessments, which include at least one opportunity for student performance each marking period;
 - c. use of rubrics;
 - d. emphasis on application and other higher order cognitive skills;
 - e. attention to students' various learning styles in both instruction and assessment; and
 - f. implementation of the department's "institutionalized" expectations as outlined in the school's compendium;
- 5) employ the *Principles of Learning* in daily instructional practices, curriculum development and assessments;
- 6) implement and share literacy strategies in all disciplines.
- 7) plan all lessons, units and assessments so students will reach the higher levels of Bloom's Taxonomy
- 8) will complete this plan by April 2009 and will be assisted by the department administrator and/or facilitator as needed.

NOTE: All Professional Development Activities as approved by the administrators will count as Continuing Education hours.

Latin 1 Materials



Based on Jenney's First Year Latin Text
Advanced and Honors

Thursday, September 6th

Introductions, Getting to Know You Worksheet, Syllabus

Friday, September 7th

Introduction to Latin: pronunciation, cases, and gender.

Memorize the first declension.

Latin is pronounced similarly to English. The number of vowels tells you the number of syllables. Six (6) specific combinations of vowels are pronounced as one big sound and, therefore, count only as one syllable. When that happens they are called “diphthongs”.

Long				Short			
- a	as in	<i>father</i>		-a	as in	<i>idea</i>	“a”
“ahh”							
- ē	as in	<i>obey</i>	“AA”	-e	as in	<i>bet</i>	“eh”
- ī	as in	<i>machine</i>	“ee”	-i	as in	<i>sit</i>	“ii”
- o	as in	<i>note</i>	“oh”	-o	as in	<i>omit</i>	“o”
- u	as in	<i>rule</i> (never pupil)	“oo”	-u	as in	<i>put</i>	“uh”
Diphthongs							
ae	as in	<i>aye matey</i>	“I”	eu	as in	a smarty pants <i>OH</i>	“eeh-ooo”
au	as in	<i>now</i>	“ow”	oe	as in	<i>joy</i> or <i>oy-vey</i>	“oy”
ei	as in	<i>neighbor</i>	“AA”	ui	as in	<i>queen</i>	“uee”

In Latin there are six (6) cases that a noun could be. Other words such as adjectives and pronouns would agree with the nouns and follow the same cases. Let us first recall the different parts of an English sentence. For sentences with an action verb, the parts are subject, verb, direct object, indirect object, preposition, and conjunction. The subject is the person or thing DOING the action in the sentence; the verb is what is being DONE; the direct object is RECEIVING the action; the indirect object is RECEIVING the direct object; a preposition SHOWS THE RELATIONSHIP between a noun and the rest of the sentence; and a conjunction joins two or more nouns or verbs. Here is an example sentence, see if you can label each part.

The girl in the front row slipped her friend a note, but the teacher saw it and gave a detention to them.

Girl = subject

In the front row = prepositional phrase (in = prep; front = adj; row = noun)

Slipped = main verb

Her friend = indirect object (could also reorder the sentence to read “slipped a note TO her friend”)

Note = direct object

But = conjunction introducing a dependent clause
 Teacher = subject of the clause
 Saw = verb
 It = direct object
 And = conjunction creating a compound verb
 Gave = verb
 Detention = direct object
 To *them* = indirect object (could reorder the sentence “gave them a detention”)

In English you need to understand the sentence and word order if you are going to correctly identify the word’s part of speech; however, in Latin it is much easier because each part of speech has it’s own ending. So, once you memorize the endings, it will be much easier for you to decipher the sentence and translate it properly.

In Latin the case that reflects the subject is nominative; the case that shows possession is genitive; the case that reflects an indirect object is the dative; the case that corresponds to a direct object is the accusative; and many prepositions are in the ablative and the rest are accusative. Keep in mind that if the sentence uses a linking verb (some form of the verb “to be”) the direct object will be called a predicate nominative, meaning it will also be nominative instead of accusative.

I said that Latin has six cases, but I have only mentioned five so far. The last case is vocative and is used for direct address, such as “Marcus, come here!” For the time being, you only need to remember the first five, but I wanted you to know that there was another case.

Latin adds endings onto the stem of the word to show the case. Whenever you see a Latin word listed, either in your vocabulary lists or in a dictionary it will give the nominative form, followed by the genitive. Knowing the genitive of the word will tell you to which declension the word belongs. Latin has five declensions and four conjugations, which is the verb equivalent of a declension. All you need to do to find the stem is take off the ending. Knowing the genitive will let you know which declension the word belongs to and then in turn what the endings with which you will be dealing. Look at the example in your textbook - *puella, puellae*. It means girl. The “ae” ending should tell you that the word belongs to the first declension. Knowing that, you should know that the stem is “puell-”.

The endings that denote the case for the first declension are:

First Declension – Feminine	Singular	Plural
Nominative	-a	-ae
Genitive	-ae	-arum
Dative	-ae	-is
Accusative	-am	-as
Ablative	-a	-is

Those are the basics for the case of the word, but now let us consider the gender of the word. In English we do not say that words have a gender, but other languages do. If anyone took French or Spanish in middle school this will sound familiar to you. Latin has three possible genders: feminine, masculine, and neuter. The declensions follow

loose gender groupings in that the first declension is used for words that are mostly feminine and the second declension for mainly masculine words. Be careful, though because there are masculine words in the first declension. Consider *agricola, agricolae* from your first vocabulary list. It means farmer and is masculine, but it declines like any other first declension noun. It only becomes tricky when you have an adjective with it and then the endings do not match, but we'll talk more about that later.

For the weekend, I want you to memorize the first declension endings. The sooner you do it, the easier things will be for you. I am going to give you the option of having three very short quizzes a day or two after we learn them or of having the three things quizzed on the same day. If you choose the three quizzes, the first of the three will be on Monday and all three together will be on Friday. Have a good weekend!

Monday, September 10th

Overview chapter 1 vocabulary; practice in class by completing exercise A and every other question for exercises B and C; review the exercises.
Assign the rest for homework.

Tuesday, September 11th

Review the homework – 20 minutes
Chapter 2: overview verb stems and endings; tense; translations; agreement; and the direct object.
Assign all of homework exercise B and the quiz on memorizing the first declension and conjugation endings for Friday.

Wednesday, September 12th

Review the homework – 20 minutes
Chapter 2: Complete exercises A and C in class.
Chapter 3: Introduce the verb *sum*; add *sum* to the quiz on Friday.
Assign chapter 2 exercise D and chapter 3 exercise A.

Thursday, September 13th

Review the homework – 20 minutes
Chapter 3: Ablative of Place where; Questions; exercise B in class; start “A Sailor In Italy”.
Assign the rest for homework; remind them of the quiz tomorrow.

Friday, September 14th

Quiz – 15 minutes
Review the homework – 20 minutes
Announce that after chapter 4, there will be a test at the end of next week. It is imperative that they make sure they are memorizing the vocabulary as well as the grammar. Review it with leftover time from the Unit 1 Review.

Monday, September 17th

Introduce the second declension masculine and genitive of possession; overview the vocabulary; complete exercise A in class.

Assign exercise B for homework

Tuesday, September 18th

Review the homework – 20 minutes

Translate “the Trojan War” in class.

Assign “The Drill on Forms” for homework – exercise A choose 2 of 3; exercise

B choose 1 of 2; exercise C all; exercise D all.

Wednesday, September 19th

Review in class of homework and any other questions from the unit.

Thursday, September 20th

Test – is it an A day???

Friday, September 21st

Roman History Lesson 1 (could switch Thursday’s and Friday’s lessons)

This is a sample of the Review Material available to the students through the course web site. This would be constructed through a Q&A session during the in class review.

Tenses

Pres: Stem + end. ^{1st pp-re} **amo**
 I love, I am loving, I do love

Impf: Stem + **ba** + end ^{*use m} **amabam**
 I loved, I was loving, I used to love

Fut: Stem + **bu** + end **amabo**
 I will love

Perf: Perf. stem + **per. end** **amavi**
 (3rd pp-i) ^{PF is only time we use} **isti** **imus** **amari**
 I loved, I have loved, I did love
 He has loved, it

Plupf: Perf. stem + **era** + end. ^{*use m} **amaveram**
 I had loved

Futpf: Perf. stem + **ero** + end. **amavero**
 I will have loved

Imp: Sing = Pres. stem = 2nd pp-re **Amate!** **LOE!**
 Plural = Pres. stem + **te**

Reg. Endings
 s / mus
 + / nt
 1st s - **amare**
amavi
amatum

Dative = Indirect Object

↳ only w/ verbs of giving, saying, showing

S V what? D.O.
 I give the water to the horse.
 1st s. Acc. to whom? I.O.

Do aquam equo.
 S V what? D.O. DO
 The poet gives the girl a letter.
 nom. Acc. to whom? Dat. I.O. Dat.

Poeta dat epistolam puellae.
 S V (pf 3rd s) freely
 The bad sailor did not show the farmer the wide land.
 I.O. D.O. what?

Adjectives match nouns in gender, case, number.

Nauta Malus non demonstravit libere terram latam agricolae.

- Adverbs
1. Take adj
 2. Drop ending
 3. Add "e"

Nomen: _____ Date: _____ Latin I _____
Smaldore Second Conjugation Verb Practice

Write the second principal parts for the following verbs.

1. sedeo, _____, sedi, sessum
2. teneo, _____, tenui, tentum
3. timeo, _____, timui, ---
4. terreo, _____, terrui, territum
5. doceo, _____, docui, doctum

Write a synopsis for the 1st pers pl, sedeo, indicative and imperative active.

6. 4 pps _____
7. Present
8. Imperfect
9. Future
10. Perfect
11. Pluperfect
12. Future perfect
13. Imperative

Write a synopsis for the 1st pers sing, doceo, indicative and imperative active & translate.

14. 4pps _____
15. Present
16. Imperfect
17. Future
18. Perfect
19. Pluperfect
20. Future perfect
21. Imperative

Translate the following sentences and analyze the structure of the sentences and translate.

22. Puella puerum videt.
-

23. Bonus poeta servo fabulam de bello docuit.
-

24. Agricola, Luci, de igne in villa monE.
-

25. Canis sub arbore mox movEbit.
-

Nomen: _____ Date: _____ Latin 1____
Smaldore 2nd Conjugation

1. Please match the following English on the right to the Latin on the left. (5 points)

- | | |
|-------------------|------------------------|
| a) _____ Mansit | 1. she will have moved |
| b) _____ Movēbit | 2. she used to remain |
| c) _____ Monet | 3. it remained |
| d) _____ Moverit | 4. they will stay |
| e) _____ Manēbunt | 5. he will stay |
| | 6. he will move |
| | 7. she advises |

2. Please write the four principal parts for the verb meaning “warn” and synopsise it in 1st person plural active, indicative and imperative with a translation for each.

Warn = _____ (2 pts)

Present (3)

Imperfect (3)

Future (3)

Perfect (3)

Pluperfect (3)

Future Perfect (3)

Imperative (3)

3. Based on the Latin root word, explain a possible definition for “envision”. (3 points)

4. Who said “veni, vidi, vici”? (1 point) _____

5. Why did his campaign in Gaul make him a “visionary”? (3 points)

Answer Key for Second Conjugation Quiz.
Students' answers may vary a little without penalty.

Nomen: _____ Date: _____ Latin 1____
Smaldore 2nd Conjugation

1. Please match the following English on the right to the Latin on the left. (5 points)

- | | |
|----------------------|------------------------|
| a) <u>3</u> Mansit | 1. she will have moved |
| b) <u>6</u> Movēbit | 2. she used to remain |
| c) <u>7</u> Monet | 3. it remained |
| d) <u>1</u> Moverit | 4. they will stay |
| e) <u>4</u> Manēbunt | 5. he will stay |
| | 6. he will move |
| | 7. she advises |

2. Please write the four principal parts for the verb meaning “warn” and synopsise it in 1st person plural active, indicative and imperative with a translation for each.

Warn = _____ moneo, -Ere, monui, monitum _____ (2 pts)

Present (3) monemus - we warn

Imperfect (3) monEbamus - we used to warn

Future (3) monEbimus - we will warn

Perfect (3) monuimus - we have warned

Pluperfect (3) monueramus - we had warned

Future Perfect (3) monuerimus - we will have warned

Imperative (3) monE - warn

3. Based on the Latin root word, explain a possible definition for “envision”. (3 points)

Students might say something along the lines of ... It comes from in (in coming from the French *en*) [or e (out)] + video (see) = to see things out - seeing what isn't there

4. Who said “veni, vidi, vici”? (1 point) _____ Julius Caesar _____

5. Why did his campaign in Gaul make him a “visionary”? (3 points)

_____ Students need to prove that they know this was a major accomplishment for the Romans. They could say something like.... He was trying to act like Alexander the Great. He stayed in Gaul longer than expected, but divided the area and kept it protected. _____

Cicero Terentiae SalUtem PlUrimam Dicit

Please translate this story as best you can.

- 1 Epistulam tuam, mea Terentia, nunc teneO. Epistulam tamen tuam nOn
sOlum cum gaudiO, sed etiam cum lacrimis legO. Nam longE A patriA,
longE A familiA sum miser. DE tE, dE filiA et dE filiO semper cOgitO.
Animus dolet. Mala cOnsilia A malis viris contrA mE parantur et
5 auxilium mihi A bonis viris dari dEBet. TE, Terentia mea, valdE amO et
A tE epistulas longAs exspectO. SI epistulas tuAs legO, tE in animO meO
videO. TE ipsam, filium, filiam pulchram bene cUrAre dEBes. ValE!

Vocabulary Help

cOgitO (1) - think
doleO, dolEre, dolui, --- - feel pain, hurt
lacrima, -ae, f - tear
nOn sOlum... sed etiam = not only...but also
salUtem plUrimam dicit + dative = s/he greets (someone) Literally, s/he wishes very much health to...
sI = if
tamen = nevertheless
tE ipsam = yourself accusative
Terentia, Terentiae, f = Terentia, Cicero's wife
dari dEBet = has to be given
gaudium, gaudii, n - joy
lego = I read

Comprehension Questions

1. Where is Cicero while writing the letter? _____
2. How many family members does Cicero mention in his letter and who are they?

3. What is Cicero afraid of? _____
4. How does Cicero feel (according to his own words), when he reads Terentia's letter?

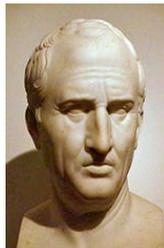
5. What does Cicero ask Terentia to do? _____

Verum aut Falsum?

6. Epistula A filia Terentiae tenetur.
7. Cicero gaudium nOn habet.
8. Cicero Terentiam valdE amat.
9. Cicero malam filiam et malum filium habet.
10. Auxilium bonorum virorum A Cicerone exspectatur.
11. Mala consilia contra Ciceronem nOn parantur.
12. Terentia longAs epistulas dare nOn debet.
13. Filius et filia A Terentia curari debent.

Grammar Questions

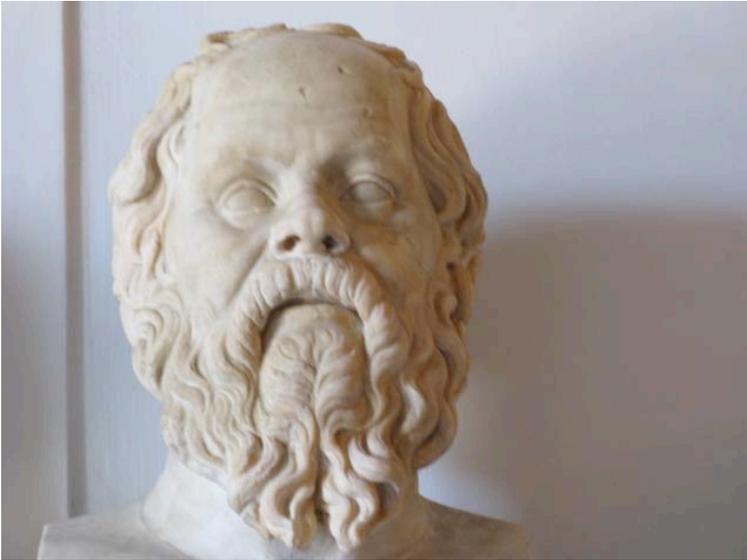
14. Epistula Terentiae A Cicerone _____. (teneO)
15. Cicero est _____ et Terentia est _____. (miser)
16. Bona consilia A bonis viris _____. (parO)
17. Epistulae longae A cicerone _____. (exspectO)
18. Terentia in animo Ciceronis _____. (videO)



Marcus Tullius Cicero



Terentia



Latin 2 Materials

Based on Jenney's First Year Latin Text
Advanced and Honors

Homer's *Iliad*

The Build Up and the Look Out

What is an Epic?

- Long narrative poem (on a serious subject) describing the deeds of a great hero (on whose actions the fate a nation/race depends)
- Reflects the values of a culture from which it originated (related in an elevated style)
- Drawn from oral tradition and transmitted by song/recitation before being written down

Who was Homer?



OR



- Bard - Singing Poet
- Lived 3 centuries after "The Trojan War"
- No writing, only form of recording History was through poetry
 - The *Iliad* might not have even been composed by one person

The Real Trojan War

- Dated between 1193-1180 BC (Bronze Age)
- Discovered in 1870 by Heinrich Schliemann
 - and British Frank Calvert
- There IS archaeological evidence that there was a war, collections of skeletons, collections of "sling bullets" and a conflagration
 - "sling bullets" would only have been piled if the soldiers were victorious (as the Trojans believed they were)

The Real Trojan War (cont.)

- The excavations of "Troy" reveal that the city was much larger than any other in the area, that there were repeated attacks on the walls and fortifications
- There was an additional settlement outside the walls surrounded by a U shaped wall and a trench

Why was there an *Iliad*?

- Peleus was a king and Thetis was a sea nymph. Zeus loved her, but Thetis was fated to have a "son mightier than his father", so Zeus had her marry a mortal
- The Wedding of Peleus and Thetis
 - Eris (Discord) was the only god not invited
 - The Golden Apple - Pulcherrimae

The Players

- Achilles - Greatest Greek Warrior
- Agamemnon - King of Mycenae
- Menelaus - Brother of Agamemnon - King of Sparta
- Odysseus - King of Ithaca - known for his tricks
- Patroclus - BELOVED cousin of Achilles
- Priam - King of Troy
- Paris - outcast son of Priam
- Hector - prized son of Priam - PRINCE of Troy

"The Face that Launched a Thousand Ships"

- The Greeks (Achaean) gathered an army by starting with all of Helen's previous suitors, who swore to protect her honor
- Then by going to the other Greek Kings
 - Odysseus feigned insanity - Palamedes figured it out
 - Cinyras did not want to fight - promised ships
 - The Greeks would not win without Achilles
- Agamemnon offended Diana, so she calmed the seas - Calchas (who helped with Achilles, saw that Iphigenia needed to be sacrificed)

Overview of the *Iliad*

The Greeks almost did not find Troy

- Fought the neighboring Teucrians - Achilles wounded the king - they returned to Greece - but the king could only be healed by Achilles - he told them how to find Troy

The Greeks sent Odysseus and Menelaus to Priam - he refused to hand over Helen

Overview of the *Iliad* (cont.)

- **The Greeks had to fight the neighboring peoples so that they could cut the Trojan's supplies**
- **The Greeks got many spoils of war**
- **They fought battles throughout the years with the Trojans.**
 - Both sides won/lost notable battles
 - Patroclus/Hector/Ajax

The text of the *Iliad*

- **24 "books" or chapters**
- **Scholars divide the book into several sections 4-7, 11-17, and 20-24**
- **Others say it breaks into thirds or even halves - (when you listen to the book, make your own assessment)**

The Opening Lines of the *Iliad*

μήνιν ἄειδε θεὰ Πηληϊάδεω Ἀχιλῆος μένιν = anger
 οὐλομένην, ἣ μυρ' Ἀχαιοῖς ἔβλεψε
 ἕλκεα, ἃ ἰφθίμοις ψυχῆς ἄϊδι ἵσταμεν
 ἥρωων, αὐτοῖς δὲ ἐλπίδα τεύχε κλέσασιν
 οἰωνοῖσι τε ἴθαι, Διὸς ὄ' ἐτελείετο βουλή,
 ἐξ οὗ δ' ἐπὶ τὰ ἔργα διδοσθήντη ἔρισσιν
 Ἀτρεΐδης τε ἀναξ' ἀνδρῶν καὶ ἴος Ἀχιλλεύς

Sing, O goddess, the anger of Achilles son of Peleus, that brought countless ills upon the Achaeans. Many a brave soul did it send hurrying down to Hades, and many a hero did it yield a prey to dogs and vultures, for so was the will of Zeus fulfilled from the day on which the son of Atreus, king of men, and great Achilles, first fell out with one another.

Themes



μῆνιν = anger

- **ANGER**
 - The Epic starts *in media res* (during the 9th year of the war) when Achilles and Agamemnon are having a huge fight
 - The opening word of the *Iliad* is MENIN
- **War**
 - Glory
 - Family (2nd place)

Recall the *Odyssey*

- *In media res* - in the middle of things
- After the ten year war, Odysseus travels for another ten years
 - Why did he have to travel for so long?
- Odysseus showed, *hubris*, excessive pride and angered the Poseidon

Compared to the *Aeneid*

- **Themes**
 - Destruction versus Construction
- **Character Descriptions**
 - Cowardly Aeneas versus Pious Aeneas

What's on the Horizon

- Every Monday for the 2nd Marking period we will listen to Audio tapes telling the story of the *Iliad*.
- You **MUST** take notes to remember.
- There will be **OPEN NOTE** quizzes and one final **CLOSED** note test at the end of the 2nd MP.
- If you miss a class, either get the notes from someone or schedule a time with me to hear the missing section.

Some Helpful Sources

- <http://www.stanford.edu/~plomio/history.html>
- <http://www.archaeology.org/0405/etc/troy.html>
- http://news.nationalgeographic.com/news/2004/05/0514_040514_troy.html
- http://muse.jhu.edu/login?uri=journals/mouseion_journal_of_the_classical_association_of_canada/v007/7.3_burgess.html
- <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.01.0217>

Unit 9

Regular Comparison of Adjectives

Positive

Long

Comparative

Longer
(More long)
Too long
Rather long

Superlative

Longest
(Most long)
Very long

Longus

Longior, Longius
m/f n

Longissimus, -a, -um
m, f, n

Strong

Stronger
(More strong)
Too long
Rather strong

Strongest
(Most strong)
Very strong

Potens

Potentior, Potentius
m/f n

Potentissimus, -a, -um
m, f, n

Adjectives in the comparative degrees are declined like nouns in the third declension.

	Masculine/Feminine	Neuter
Nom	Longior 	★ Longius
Gen	Longioris	★ Longioris
Dat	Longiori	★ Longiori
Acc	Longiorem	★ Longius
Abl	Longiore	★ Longiore
	Plurals	
Nom	Longiores	Longiora
Gen	Longiorum	Longiorum
Dat	Longioribus	Longioribus
Acc	Longiores	Longiora
Abl	Longioribus	Longioribus

Longiores comp. {
 viae ← Longissimae
agrim ← Longissimi
fontes ← Longissimi

When you want to COMPARE two things, choose between:

1. COMPARISON

Use QUAM to say "than".

Pueri sunt altiores quam puellae.
nom pl. = nom pl. = nom. pl.

The boys are taller than the girls.

Here, you use "quam" as "than" and have boys and girls in the same case since those are the words being compared.

2. ABLATIVE of COMPARISON

Use the ABLATIVE case for the words that would normally follow "than".

Pueri sunt altiores puellis.
nom. pl. = nom. pl. abl. pl.

The boys are taller than the girls.

Here, you use the ABLATIVE case to represent what is being compared to the other noun(s) in the sentence.

Try these for practice...

Romani diligentiores Germanis erant.

The Romans were more diligent than the Germans.

Haec via est longior quam illa.

This road is longer than that (road).

Non vidi puerum potentiorum eo.

I did not see the boy stronger than him.

Caesaris castra ampliora erant quam Britannorum.

Caesar's camp was larger than the Britanni's (camp).

Now translate these using both methods.

The Greeks are stronger (than the Spanish).

Graeci sunt potentiores Hispanis.

Julia is taller than Flavia.

Julia est altior Flavia.

Home work

Decline "acer" in comparative m.f.n

"ferus" in superlative m.f.n

and... Study for Quiz Friday on this.

Acer, Acris, Acre

	<u>Acrior</u>	Acriores
	Acrioris	Acriorum
	Acriori	Acrioribus
m/f	Acriorem	Acriores
	Acriore	Acrioribus

n	<u>Acrius</u>	<u>Acriora</u>
	Acrioris	Acriorum
	Acriori	Acrioribus
	<u>Acrius</u>	<u>Acriora</u>
	Acriore	Acrioribus

Ferus, Fera, Ferum

Ferissimus, -a, -um	} -i, -ae, -a -orum, -arum, -orum -is, -is, -is -as, -as, -a -is, -is, -is
Ferissimi, -ae, i	
Ferissimo, -ae, -o	
Ferissimum, -am, -um	
Ferissimo, -ā, -o	

Adjectives in the superlative degree are declined like adjectives of the 1st and 2nd declensions - they modify the noun that will then be in the superlative.

Masculine, Feminine, Neuter

Nom	Longissimus, a, um
Gen	Longissimi, ae, i
Dat	Longissimo, ae, o
Acc	Longissimum, am, um
Abl	Longissimo, A, o

Plurals

Nom	Longissimi, ae, a
Gen	Longissimorum, arum, orum
Dat	Longissimis, is, is
Acc	Longissimos, as, a
Abl	Longissimis, is, is

Homework!!! Exercise A p 191 (all) Start now...

1. Via longior est.
The road is too long. The road is longer. The road is rather long
2. Iter longius est.
The journey is longer. The journey is rather long. The journey is too long.
3. Pueri sunt diligentissimi.
The boys are the most/very diligent.
4. Poeta est tristissimus.
The poet is saddest. The poet is the most sad.
5. O felicissime dierum!
O happiest of days. (O most happy of days.)
6. Leges sunt iustissimae.
The laws are the most fair/just. The laws are the fairest / most just.
7. Erat fortior quam Marcus.
He was braver than Marcus.
8. Non erat fortior Lucio.
He was not braver than Lucius.
9. Mons est altissimus.
The mountain is tallest. The mountain is the most tall.
10. Potentior est principibus.
He is stronger than the chiefs.

Try these for practice...

Romani diligentissimi erant.

Haec via est longissima.

Non vidi puerum potentissimum.

Caesaris castra amplissima erant.

Now translate these using both methods.

The Greeks' weapons are very strong.

Julia is the tallest of her sisters.



Irregular Constructions



-eus, -ius

idoneus

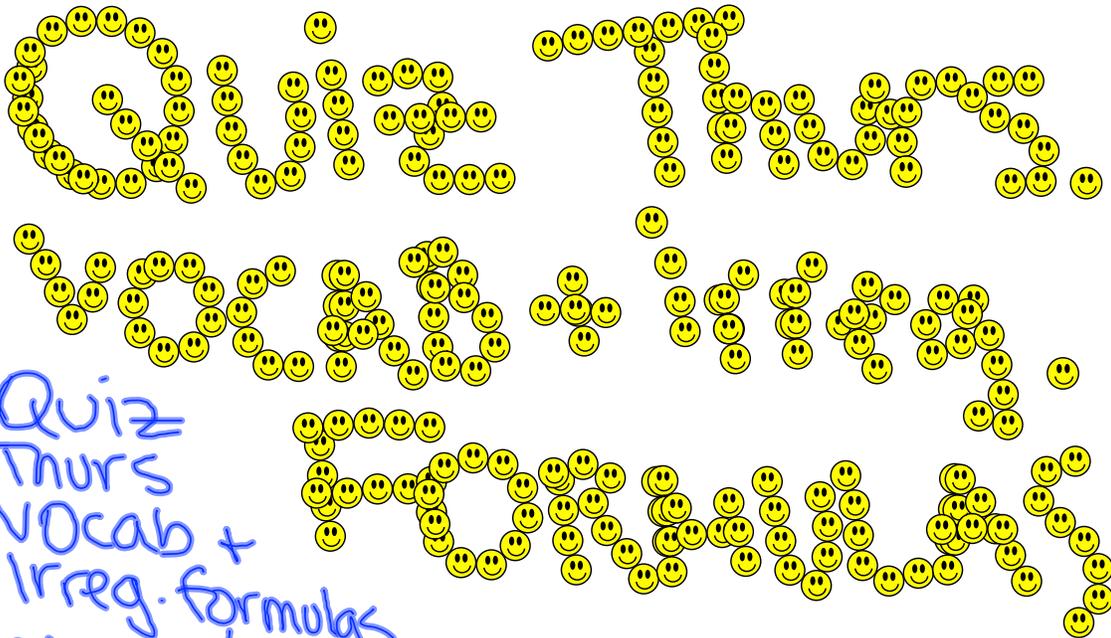
~~idoneior~~ ~~idoneissimus~~

Comparative more = magis magis idoneus
Superlative most = maxime maxime idoneus

-ilis/lis comparative regular
facilis superlative facillimus ~~facilissimus~~

-er comparative regular
celer = celerrimus ~~celerissimus~~

stem ends in consonant...



Quiz
Thurs
Vocab +
Irreg. formulas
Ch. 33 / 34

Nomen: _____
Smaldore

Date: _____

Latin 2
Unit 9 Test

I. Please use the following positive degree adjectives listed below to describe the pictures in the positive, comparative, and superlative, as they relate to one another. You will write the correctly "compared" adjective under the picture. 15 points.

1. Altus, -a, -um



Girl



Giraffe



Mountain

2. Celer, celeris



Dog



Cheetah



Snail

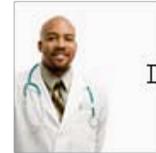
3. Nobilis, -e



King



Servant



Doctor

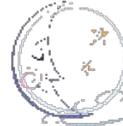
4. Aureus, -a, -um



Sunny



Cloudy



Night time

II. Please translate the following sentences. 60 points.

1. Haec via brevior est quod montes pauci sunt.

2. Iudices notissimi cum filiis et filiabus ad nostram urbem venient.

3. Noster exercitus cupidissimus pacis erat; postero anno tamen fortiter pugnavit.

4. Simul atque ad summum montem perveni, "Quam pulchra," inquam, "est haec terra in quā habitamus!"

5. Which of these girls is most like the queen?

6. That book is too big; don't you have a book more suitable for this boy, who is rather small?

7. Caesar's friend is much more friendly to me than to you; nevertheless he likes you a little.

III. Please answer the following questions on the passage. 10 points.

1 Androclus erat servus qui cum domino iniquo ad urbem in Africā pervenit.
 2 Ob plurimas iniurias domini ad fugam in ultimos montes coactus est. In summo
 3 monte in maximā speluncā habitabat.
 4 Olim Androclus ubi cibum petebat speluncae fugit. Sed leo non ferus erat,
 5 et venit in speluncam maximā cum difficultate, nam in pede erat spina, quae ei
 6 magnum dolorem faciebat. Tum Androcli misericordia erat maior timore; leo
 7 signis auxilium petebat. Androclus spinam vulnere expressit. Leo gratissimus
 8 erat atque hi duo, vir animalque, in speluncā tres annos habitaverunt et erant
 9 optimi amici.

1. What is the best translation of *maximā* (line 3)?

2. What is the antecedent for *quae* (line 5)?

3. What is the best translation of the comparison (line 6)?

4. To what does *hi* (line 8) refer?

5. What is the best translation of *tres annos* (line 8)?

Latin 3 and 4 Materials

Based on
Pharr's Aeneid
and TheLatinLibrary.com
Advanced and Honors



With the Vergil students - levels 3 and 4 - I use The Latin Library's version to visually represent the grammar within the text.

Similie
 Qualis ^{DO} apes ^(Abl. time) (aestate nova) ^{Prep} (per florea rura) 430
 exercet ^(Prep) (sub sole) ^S labor, cum ^{gen.} gentis ^{DO.} adultos
 educunt ^{D.O.} fetus, aut cum liquentia mella
 stipant ^{Prep.} et dulci ^{Phrase} distendunt nectare ^{DO.} cellas,
^{D.O.} aut onera ^{gen} accipiunt venientum, aut agmine ^{h.b. made in a line} facto
^{DO APP.} ignavam ^U fucos ^{D.O.} pecus ^{DO APP} (a praeseptibus) arcent: 435
^v ^S fervet opus, redolentque ^{Abl. manner} thymo fragrantia ^S mella.
^{vocative} 'O fortunati, ^{whose gen. PL} quorum iam moenia ^S surgunt!'
Aeneas ^S ait, et fastigia ^v suspicit ^{D.O.} urbis. ^v ^{gen}
 Infert se saepius ^S nebula, mirabile ^{Abl. manner} dictu,
 [per medios] ^v miscetque ^{Abl.} viris, neque ^v cernitur ulli. 440
 'with'
 after si, nisi, nom
 and ne, all the
 'ali's fall away

Subjunctive Verbs...
 Cum = When
 N/A pair

S Prep phrase Abl. description
Lucus in urbe media, laetissimus umbra,

Abl. Adv. Abl. means S
quo primum iactati undis et turbine Poeni

V Abl. D.O. S by fate
effodere loco signum, quod regia Iuno
V Abl. gen. Adv. [It was shawn that]
monstrarat, caput acris equi; sic nam fore bello
[they would be] "to defend" Abl. description
egregiam et facilem victu per saecula gentem. 445

D.O. gen. S
Hic templum Iunoni ingens Sidonia Dido

V Abl. description gen
condebat, donis opulentum et numine divae,

from V S [were]
aerea cui gradibus surgebant limina, nexaeque
Abl. hammer "thingen" "on" the b. ds.
aere traves, foribus cardo stridebat aenis.

Adv. S D.O.
Hoc primum in luco nova res oblata timorem 450

V Adv. S V D.O.
leniit, hic primum Aeneas sperare salutem

S PPP Adv. V or Abl. Abs.
ausus, et adflictis melius confidere rebus.

Adv. V D.O.
Namque sub ingenti lustrat dum singula templo,

D.O. S Adv. [he wonders] Dat. for
reginam opperiens, dum, quae fortuna sit urbi,

gen D.O. gen. D.O.
artificumque manus inter se operumque laborem
met. From the order in

V V D.O. you may want to add
miratur, videt Iliacas ex ordine pugas, Videt again

DO Adv. Abl. means
bellaque iam fama totum volgata per orbem.

D.O. DO DO Dat. DO
Atridas, Priamumque, et saevum ambobus Achillem.

V S S S V
Constitit, et lacrimans, 'Quis iam locus' inquit
'Achate, VOC.

S S
quae regio in terris nostri non plena laboris? 460

"DO" V Adv S Dat
(En Priamus! Sunt hic etiam sua praemia laudi;

There are's' Dat DO S V
sunt lacrimae rerum et mentem mortalia tangunt.

V DO V S DO Dat for
Solve metus; feret haec aliquam tibi fama salutem.'

Adv V (on) DO V "on" "with"
Sic ait, atque animum pictura pascit inani,

Adv S V DO
multa gemens, largoque umectat flumine voltum. 465

[of tears]

Namque videbat, uti bellantes Pergama circum

Adv hac fugerent Graii, premeret Troiana iuventus,

Adv hac Phryges, instaret curru cristatus Achilles.

Adv/Prep Nec procul hinc Rhesi niveis tentoria velis

adgnoscit lacrimans, primo quae prodita somno 470

Tyrides multa vastabat caede cruentus, golden line

ardentisque avertit equos in castra, prius quam

pabula gustassent Troiae Xanthumque bibissent.

Parte alia fugiens amissis Troilus armis,

infelix puer atque impar congressus Achilli, 475

fertur equis, curruque haeret resupinus inani.

lora tenens tamen; huic cervixque comaeque trahuntur

per terram, et versa pulvis inscribitur hasta.

Interea ad templum non aequae Palladis ibant

crinibus Iliades passis peplumque ferebant, 480

suppliciter tristes et tunsae pectora palmis;

diva solo fixos oculos aversa tenebat.

Ter circum Iliacos raptaverat Hectora muros,

exanimumque auro corpus vendebat Achilles. 484

Tum vero ingentem gemitum dat pectore ab imo, *

ut spolia, ut currus, utque ipsum corpus amici,

tendentemque manus Priamum conspexit inermis.

Se quoque principibus permixtum adgnovit Achivis,

Eoasque acies et nigri Memnonis arma.

Ducit Amazonidum lunatis agmina peltis 490

Penthesilea furens, mediisque in milibus ardet,

aurea subnectens exsertae cingula mammae,

bellatrix, audetque viris concurrere virgo.

With the Vergil students - levels 3 and 4 - I use The Latin Library's version to visually color code the text, easing the students' translation and comprehension.

23	Translate in class 10.420 - 430	24	Review translation	25	Review translation 2 nights for HW	26	AP Essay Full Class period	27	Review Translation	28	REMEMBER WEEKLY!!!
3A	431-438	3A	452-456	3A	474-481	3A			Read through Book 12		
4A	431-440	4A	452-459	4A	474-487	4A					
3AP	431-443	3AP	452-466	3AP	474-500	3AP					
4AP	431-451	4AP	452-473	4AP	474-509	4AP					

~~_____~~ quem sic Pallas petit ante precatus: 420

'da nunc, Thybri pater, ferro, quod missile libro,
fortunam atque uiam duri per pectus Halaesi.

haec arma exuiasque uiri tua quercus habebit.'

audiit illa deus; dum textit Imaona Halaesus,

Arcadio infelix telo dat pectus inermum. 425

At non caede uiri tanta perterrita Lausus,

pars ingens belli, sinit agmina: primus Abantem

oppositum interimit, pugnae nodumque moramque.

sternitur Arcadiae proles, sternuntur Etrusci

et uos, o Grai imperdita corpora, Teucri. 430

agmina concurrunt ducibusque et uiribus aequis;

extremi addensent acies nec turba moueri

tela manusque sinit. hinc Pallas instat et urget,

hinc contra Lausus, nec multum discrepat aetas, presses

egregii forma, sed quis Fortuna negarat 435

in patriam reditus. ipsos concurrere passus

haud tamen inter se magni regnator Olympi; did not permit

mox illos sua fata manent maiore sub hoste.

Interea soror alma monet succedere Lauso

Turnum, qui uolucris curru medium secat agmen. 440

ut uidit socios: 'tempus desistere pugnae; [he said]

solus ego in Pallanta feror, soli mihi Pallas

debetur; cuperem ipse parens spectator adesset.'

haec ait, et socii cesserunt aequore iusso.

at Rutulum abscessu iuuenis tum iussa superba 445

miratus stupet in Turno corpusque per ingens

lumina Voluit obitque truci procul omnia uisu,

talibus et dictis it contra dicta tyranni: _____

'aut spoliis ego iam raptis laudabor opimis

aut leto insigni: sorti pater aequus utrique est. 450

tolle minas. fatus medium procedit in aequor;
frigidus Arcadibus coit in praecordia sanguis.
desiluit Turnus biiugis, pedes apparat ire
comminus; utque leo, specula | cum uidit ab alta
stare procul campis meditantem in proelia taurum, 455
aduolat, haud alia est Turni uenientis imago.
hunc ubi contiguum missae fore credidit hastae,
ire prior Pallas, | si qua fors adiuuet ausum
uiribus imparibus, magnumque ita ad aethera fatur:
'per patris hospitium et mensas, quas aduena adisti, 460
te precor, Alcide, coeptis ingentibus adsis.
cernat semineci sibi me rapere arma cruenta
uictoremque ferant morientia lumina Turni.'
audiit Alcides iuuenem magnumque sub imo
corde premit gemitum lacrimasque effundit inanis. 465
tum genitor natum dictis adfatur amicis:
'stat sua cuique dies, breue et inreparabile tempus
omnibus est uitae; sed famam extendere factis,
hoc uirtutis opus. Troiae sub moenibus altis
tot gnati cecidere deūm, quin occidit una 470
Sarpedon, mea progenies; etiam sua Turnum
fata uocant metasque dati peruenit ad aeu.'
sic ait, atque oculos Rutulorum reicit aruis.

At Pallas magnis emittit uiribus hastam
uaginaque caua fulgentem deripit ensem. 475
illa uolans umeri surgunt qua tegmina summa
incidit, atque uiam clipei molita per oras
tandem etiam magno strinxit de corpore Turni.
hic Turnus ferro praefixum robur acuto
in Pallanta diu librans iacit atque ita fatur: 480
'aspice num mage sit nostrum penetrabile telum.'
dixerat; at clipeum, tot ferri terga, tot aeris,
quem pellis totiens obeat circumdata tauri,
uibranti cuspis medium transuerberat ictu
loricaeque moras et pectus perforat ingens. 485
ille rapit calidum frustra de uulnere telum: [Pallas]
una eademque uia sanguis animusque sequuntur.
corrui in uulnus (sonitum super arma dedere)
et terram hostilem moriens petit ore cruento.
quem Turnus super adsistens: 490
'Arcades, haec' inquit 'memores mea dicta referte
Euandro: qualem meruit, Pallanta remitto.
quisquis honos tumuli, quidquid solamen humandi est,
largior. haud illi stabunt Aeneia paruo
hospitia.' et laeuo pressit pede talia fatus 495
exanimem rapiens immania pondera baltei
impressumque nefas: una sub nocte iugali
caesa manus iuuenum foede thalamicque cruenti,
quae Clonus Eurytides multo caelauerat auro;
quo nunc Turnus ouat spolio gaudetque potitus. 500
nescia mens hominum fati sortisque futurae
et seruare modum rebus sublata secundis!
Turno tempus erit magno cum optauerit emptum
intactum Pallanta, et cum spolia ista diemque
oderit. at socii multo gemitu lacrimisque 505
impositum scuto referunt Pallanta frequentes.
o dolor atque decus magnum rediture parenti,
haec te prima dies bello dedit, haec eadem aufert,
cum tamen ingentis Rutulorum linqvis acervos!

I. Please name and identify in Latin at least three literary devices in the following passage. 6 points.

50 sic fatus validis ingentem viribus hastam
51 in latus inque feri curuam compagibus alvum
52 contorsit. stetit illa tremens, uteroque recusso
53 insonuere cavae gemitumque dedere cavernae. *Aeneid* 2.50-53

1. _____
2. _____
3. _____

II. Please answer the following questions based on the passage. 5 points.

430 Qualis apes aestate nova per florea rura
431 exercet sub sole labor, cum gentis adultos
432 educunt fetus, aut cum liquentia mella
433 stipant et dulci distendunt nectare cellas,
434 aut onera accipiunt venientum, aut agmine facto
435 ignavom fucos pecus a praesepibus arcent:
436 fervet opus, redolentque thymo fragrantia mella. *Aeneid* 1.430-436

4. What is Aeneas seeing, which leads him to make this comparison?
a) doors b) pictures c) men d) bees
5. What is the best translation of *cum* (lines 431/432) in the passage?
a) with b) by means of c) when d) after
6. What is the subject of the two *cum* clauses?
a) bees b) youth c) honey d) cells
7. What is the case of *venientum* (line 434)?
a) nominative b) genitive c) dative d) accusative
8. What is the subject of *fervet* (line 436)?
a) work b) thyme c) honey d) bees

V. APs only: Please answer the following AP question in complete sentences. Use textual support 18 points.

212 illi agmine certo
213 Laocoonta petunt; et primum parva duorum
214 corpora natorum serpens amplexus uterque
215 implicat et miseros morsu depascitur artus;
216 post ipsum auxilio subeuntem ac tela ferentem
217 corpiunt spirisque ligant ingentibus; et iam
218 bis medium amplexi, bis collo squamea circum
219 terga dati superant capite et cervicibus altis. *Aeneid* 2.212-219

17. The description of the snakes assault in lines 213-19 ("*et...altis*") uses language associated with several of the 5 senses. Find an example in this passage of at least one word or phrase associated with three of these senses, and describe the effect of this appeal to the senses on Aeneas' audience.

VI. Please translate the following lines from Book 2 of the *Aeneid*. 23 points.

- | | |
|--|-----|
| 18. Vestibulum ante ipsum primoque in limine Pyrrhus | 469 |
| 19. exsultat telis et luce coruscus aena: | 470 |
| 20. qualis ubi in lucem coluber mala gramina pastus, | 471 |
| 21. frigida sub terra tumidum quem bruma tegebat, | 472 |
| 22. nunc, positus novus exuviis nitidusque juvena, | 473 |
| 23. lubrica convolvit sublato pectore terga | 474 |
| 24. arduus ad solem, et linguis micat ore trisulcis. | 475 |

Observations

Mentor and Self



Mentor Observations

Latin II May 30, 2009

My mentor teacher shared with me his last test and his practices that follow the last test in his class. Before the test he reviewed the material with the students. These students are Latin 2 students, who have completed the curriculum for the Latin grammar needed and are in the beginning phases of learning Greek for fun. Using the Athanaze book, my mentor modified the exercises so that the students translate basic Greek structures into Latin - rather than English. He is able to convey a more than the typical puzzle piece translation. The students were already familiar with the Greek alphabet because of their participation in the Junior Classical League, so all they needed to do was learn the structures and vocabulary. The students really responded to the unit. During a brief Family Feud type game, the students were able to work together to form Greek from the Latin questions. Some were familiar quotes, some phrases based on categories.

Looking over the test that the students were about to take I saw that despite the fact that these students could translate much more complicated Latin sentences into English, their knowledge of Greek limits the Latin constructions. The first part of the exam focused on forms, the second on sentences and the third on a short reading passage with comprehension questions.

To wrap up the review the students had a brief question and answer period after the game to review structures that still weren't clicking. He took his time to give examples to all of the questions. In addition, he guarantees his graded tests the next day to review them. Then, he allows his students to make it up directly after school. The students don't feel the panic of test anxiety as much with this method, and I'm tempted to use it.

IA - divide into teams
DA - Family Feud
CA - Question and Answers
EA - Test

Latin II June 1-5, 2009

Since the end of the year is upon us, new grammar is no longer the focus of our Cherry Hill curriculum. We both talk about Pompeii, Herculaneum and the eruption of Mt. Vesuvius. My mentor uses two videos - one on Pompeii and one on Herculaneum - as well as a short adaptation of Pliny's 6.20. For his introductory activities he discussed other volcano explosions and previewed the disaster that the students were about to learn. He handed out a worksheet with the materials and procedures for 4 different types of volcanoes and told them it would be due on Friday.

Then to begin his developmental activities, he chose to use his own written account of the destruction because he found Pliny's account too much for the novice Latin learners - not only the style but also the length at this time of the year. So, with a vocabulary list my mentor wrote a paragraph in Latin summarizing Pliny's letter 6.20. After the students read it aloud and translate it in cooperative groups - the same they have for making their own volcanoes - they review the translation. Now, unlike my students, his make their volcanoes at home. Additionally, I planned an open note quiz on the one video I had for the end, while he gives the students a worksheet for each video for them to complete as they watch. Each of his worksheets tests their listening skills to the details of the excavation and the importance of the finds. On each there are also questions asking the students to analyze and give their own opinions of certain finds. The Pompeii video talks mostly about the procedures of excavation and the graffiti found on the walls. The Herculaneum video studies the "lost library" found.

After the students have seen both videos - that takes four days, for the culminating activity, the students bring in their homemade volcanoes and erupt them so that they destroy their own versions of Pompeii and Herculaneum. The students are then asked to write a mini Lab report complete with an hypothesis, procedures, observations and conclusions. They are asked to produce a volcano that gives similar effects - lava or ash - to destroy their replica towns. The worksheets for the video, the homemade volcanoes and the write-up account for the evaluating activities. After the week's activities are complete, the students will be left to review for the final examination.

June 8, 2009 Latin III, IV

My mentor and I met for another observation as he was reviewing with his upper level Latin students. They had just taken a test the previous day and so today, he handed out blank copies of the test to review the answers. The class is a mixture of 3 Advanced, 3 Honors, 4 Advanced, 4 Honors, and 4 Advanced Placement students. He gives all students the same test but allows the 3 Advanced students to use their text books on the exam, while only allowing the 3 Honors and 4 Advanced dictionaries, and the 4AP students get no outside aid. Furthermore, he gives the first group 15 points added to their numerator, 10 points for the 3Hs, 5 points for the 4As and nothing for the 4 APs. The basic principle of the day is to take the test as an entire group, getting the students to reason out the answers for each question and leaving the students with a sense of what grade they earned. JD says that most students come within 5 points of their actual grade. Before they actually started the test through, he went through any news items and upcoming events that would be important for the class. As they work through the test, students volunteer to read the passages aloud, in meter. As they work through the questions my mentor constantly asks the student to fully explain themselves with a simple, and yet repetitive, "why?" until the students as a group exhaust the reasoning for each question and answer. He was left free to wander through the room, floating to keep the students on task. As they were about to discuss, each student filled out a new test, so they could have the appropriate answers from which to study later.

The first section of the test is scansion and literal translation. They scan 3 lines for 5 points each. There is no partial credit within the line. They must then translate 9 lines (40 points) from Ovid's Daphne and Apollo. Following that, they must "identify two literary devices and a strong, dramatic effect of one of them - cite the Latin". He provides them with a bank of possible literary devices, mostly for spelling purposes (12 points).

The next section contains an excerpt from Pyramus and Thisbe. The first questions asks the students to "describe the major even in the passage" for 5 points. The following question states "in terms of knowledge of being power, how is the primary subject here emphatically portrayed? Cite the Latin" 10 points. Moreover, he asks the students to "explain the similitude in lines 135-136 and how aptly it completes the description of Thisbe's face. Cite the Latin - 10 points.

The last section of the exam focuses on grammar. Something that my upper level tests often lack. He provides the students with another passage from Daphne and Apollo. He has bolded the words within the passage that he will focus on. The first set of questions asks the student to "translate and specify the case and its function for the following words." The second set of questions asks the students to "name the subjects - no pronouns - and identify the forms - tense and move and use if subjunctive - of the following verbs."

For a bonus, he gives the students a random line of poetry and they must scan it correctly, not knowing the author or which meter it follows.

To close the class, he reminded them of their upcoming assignments.

Self Observations

**Practicum - Self
Latin I
April 23, 2009**

- 1) Perfect tense in addition to and in relation to the imperfect tense.
- 2) Please see below for lesson plan.

Topic: Forming and using the perfect tense in addition to and in relation to the imperfect tense.

General Objective: By the end of the lesson the students will be able to form and use the perfect tense.

Specific Objectives: By the end of the lesson students will be able to correctly translate a perfect tense verb when given a Latin example or form the verb if given an English example accurately.

By the end of the lesson students will be able to translate the verb using all possible translations whether it is present, imperfect, future or perfect tense.

Initiatory Activities: Students will write the four principal parts that they decide on. Given those examples, the students will be asked to write on a separate sheet of paper their hypothesis for how the perfect tense is formed (stem and endings) and how it is translated. Then students will be asked to write 3 sentences using their Latin vocabulary, which demonstrate a difference in past action done repeatedly and that done once.

Developmental Activities: Students will watch as I conjugate the 3 examples that they chose on the Smartboard.

Perfect stem = 3rd pp minus "i". The second I will prompt the students to give a choral response when I tell them the formula to follow. The third I will write after the students give their answer.

I will ask the students to then conjugate ambulO with a partner.

Students will then complete the even questions in exercise A in their books with a partner to translate the Latin to English verbs on the separate sheet of paper. As a class, we will review the questions, asking for students to volunteer. On their way out, the students will turn in their class work.

Students will complete the odd questions from exercise A for homework as they practice independently.

Jenney, Charles Jr., Rogers V Scudder, Eric C. Baade. Jenney's First Year Latin. Allyn and Backon, Inc., Newton, MA, 1987.

Culminating Activities: Class review of pair sharing exercises. Students will be asked to volunteer.

Evaluating Activities: Class work sheet of hypothesis and practice conjugation charts.

- 3) The lesson started out with an introduction, gradually evolving into a mini lecture, and guided practice. The students responded chorally and were mainly correct. The students were actively participating in both giving their expectations and responding to my questions.
- 4) This was a good improvement from last year's approach. Last year the students were hung up on the forms, this year they accepted the difference much more easily.

Practicum - Self
Latin III A; IIIAP; IV A; IV AP
April 30, 2009

- 1) AP style essay writing
- 2) Please see below for lesson plan.

Topic: AP essay expectations for passage questions versus group AB questions

General Objective: By the end of the lesson the students will be able to infer a general AP rubric for any essay question, before planning and writing an appropriate response.

Specific Objectives: By the end of the lesson students will be able to plan a well-crafted response to a passage question by recognizing the passage, choosing Latin from throughout the excerpt, and analyzing the question demonstrating their knowledge of the entire Aeneid. Similarly, students will be able to answer a Group AB essay, with an accurate idea of what the AP readers are looking for.

Initiatory Activities:

1. Introduce AP essay - Passage question versus Group AB question through a mini lecture and guided practice with a sample question of each type. Students will read two examples of each type with a partner.

Developmental Activities:

2. With a partner they will generate a possible AP rubric and then share with the class through a survey of which qualities describe a 0-6 on the scale.
3. Students can see the difference between their scale and the true AP scale for the two example questions.

Resources Used for the Developmental Activities:

AP Central Website - Vergil Homepage

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2260.html

Pharr, Clyde. Vergil's Aeneid Books 1 - 6. Bolchazy Carducci Publishers, Inc. Wauconda, IL. 2007.

Weiden Boyd, Barbara. Vergil's Aeneid Books 10 & 12 Pallas and Turnus. Bolchazy Carducci Publishers, Inc. Wauconda, IL. 2000.

Culminating Activities:

4. I will survey the students to get their assessments of how they would have scored the sample essays. Then compare their assessment of each sample to the actual score and discuss the reasons for each score, explaining any discrepancies.

Evaluating Activities:

5. Students will then turn in an outline for a new essay question before they leave, as if they were using the time to plan their actual answer. This will count as class work.

Practicum - Self
Latin II H
May 3, 2009

3) The lesson started out with an introduction, gradually evolving into a mini lecture, and guided practice. The students then suggested criteria for each of the levels on the rubric (0 - 6). The students responded chorally and then compared their rubric to the actual AP rubric. Students had packets of sample essays which they read and scored using a class survey. In pairs, the students assessed the samples to create a list of things they should do to answer an essay fully. The students were actively participating in both giving their expectations and responding to my questions.

4) This was a good improvement from last year's approach. Last year the students were hung up on translating the passages, but this year they focused much more on analyzing the passage from the plot stand point (if they could not immediately translate it). They focused on answering the question, more than identifying the passage. Next year, I hope to help the students reach a deeper level of reading comprehension, so that they can both cite the Latin and analyze the question. Throughout all of my classes, I have incorporated more Latin phrases within the setting of the classroom and tried to get the students to use more within their answers. I have been using culture, even in the smallest doses each day. The students have continued to work with each other through partner activities and expand their understanding of Latin.

Within my Latin II Honors class I have been finishing the major grammar points and practicing with them how to approach authentic Latin in context. Since they have finished the subjunctive, indirect statement, participles and gerunds, I gave them a worksheet with Catullus 13 written on it.

They have a list of new vocabulary on the side. After they struggle with the Latin and the poem, the students will write their answer to an AP style essay question about the double meaning of the *salus*.

Introductory Activities:

Explain who Catullus was and what Roman Golden Age Poetry was.

Developmental Activities:

Ask for a volunteer, or a few, to read the poem aloud.

Then ask for several students to give their idea of what they think the poem is about, based on their aural interpretation.

Ask students to pair up and translate the poem as best they can within ten minutes.

Review the translation of the poem.

Culminating Activities:

Ask the students about their analysis of the poem and the development of the subject matter.

Ask the students to write a brief response to Catullus, explaining his/her answer to Catullus' invitation to dinner.

Evaluating Activities:

20 minute AP Style Essay Question

Practicum - Self
Latin 1
May 25, 2009

Discuss the eruption of Mt. Vesuvius and Pompeii. This is part of a much larger plan - they watch a TV special on the Graffiti of Pompeii and build their own volcanoes using 4 different types of volcanoes meant to show the destruction of ash versus lava. Pliny's 6.16 and 6.20 are read in English and partially adapted for Latin 1. Cambridge Websites are available for more research.

IA

Show pictures from Pompeii - discuss provincial life. Ask them to name some modern counterparts for Pompeii.

DA

Video - watch with notes for quiz later

Presentation - explains volcano project, shows pictures of Vesuvius now

Pliny's letters - read them in English - give small selections with heavy glosses.

CA

Erupting their "*Vesuvii*" - video them (I'm compiling them together)

EA

"Lab report" - hypothesis - where might they have been considering the "type" of eruption they experienced.

Quiz - open notes on video and lecture on Pompeii/Vesuvius

NORA SMALDORE

214 Hadleigh Drive • Cherry Hill, NJ 08003 • 609.410.7298
nora.smaldore@gmail.com

EDUCATION

Fall 2006 – Present	SAINT JOSEPH'S UNIVERSITY <i>Candidate for Masters of Science, Business Administration, GPA: 3.7</i>	Philadelphia, PA
Summer 2006	TUCK SCHOOL OF BUSINESS AT DARTMOUTH COLLEGE <i>Tuck Business Bridge Program</i>	Hanover, NH
	<ul style="list-style-type: none">• Participated in a highly selective thirty-day program providing rigorous introduction to accounting, finance, managerial economics, marketing strategy, and business ethics through coursework taught by MBA faculty• Competed in an online simulation, where teams inherited a product, launched another, & developed specific brands• Worked as part of a team on an actual consulting project and presented it to directly to our client, Maponics	
2002 – 2006	COLLEGE OF THE HOLY CROSS <i>Bachelor of Arts, Classics, GPA: 3.39</i>	Worcester, MA
	<ul style="list-style-type: none">• Dean's List: Spring 2004 and Spring 2006; Member of Eta Sigma Phi (Classics Honors Society)	
Fall 2004	INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES <ul style="list-style-type: none">• Studied abroad through Duke University, Durham, NC• Accomplished a rigorous four month program that included field studies on Ancient Roman culture and history	Rome, Italy

EXPERIENCE

September 2007 – Present	CHERRY HILL BOARD OF EDUCATION <i>Foreign Language Teacher for students of Latin, grades 9-12</i>	Cherry Hill, NJ
	<ul style="list-style-type: none">• Plan and design units and lessons• Expanded the program 50% within the past two years• Advised several student groups within the school, including a week trip for Habitat for Humanity	
Summer 2005 – Present	PRIVATE TUTOR <i>For local New Jersey families</i>	Cherry Hill, NJ
	<ul style="list-style-type: none">• Designed practice strategies and coached students in reading comprehension, language arts, sentence completion and analogies• Created lesson plans and handouts for math, focusing on geometry, sequences, algebra & algebraic word problems• Readied eighth grade students for the Catholic School Entrance Examination through one-on-one instruction• Increased high school students' Scholastic Achievement Test scores in both English and math	
November 2006 – June 2007	CHERRY HILL BOARD OF EDUCATION <i>Substitute teacher for five local secondary schools, grades 6-12</i>	Cherry Hill, NJ
	<ul style="list-style-type: none">• Assumed a four-month English teaching position, which included planning lessons and grading assignments• Fulfilled a long-term high school substitute position for Conceptual Physical Science and accelerated Chemistry I• Acted as a short-term substitute for English, history, and business	
Spring 2006	BIG BROTHERS BIG SISTERS <i>Intern for the Director of Program Development</i>	Worcester, MA
	<ul style="list-style-type: none">• Supervised sixty Big/Little matches across three local Worcester elementary schools• Interviewed children and helped to match those who were candidates for child mentoring services with volunteers• Performed match support for the children and volunteers in order to keep an updated account of the child's progress	
2005-2006 2003-2004	COLLEGE OF THE HOLY CROSS <i>Receptionist at Abby's House, Shelter for Women</i>	Worcester, MA
	<ul style="list-style-type: none">• Recommended the appropriate emergency services both to women who called and to those who walked-in• Provided for the safety and comfort of the women in the shelter by preparing dinner and making security rounds	
ACTIVITIES		
Spring 2006	EXECUTIVE LEADERSHIP WORKSHOP	Worcester, MA
	<ul style="list-style-type: none">• Participated in a Special Program through <u>The College of the Holy Cross</u>, where five Chief Executive Officers conducted an intensive one-week course, in which they delineated the skills necessary for successful business leadership concerning both administration and ethics from entrepreneurship to growing a mature company• Developed and pitched a business plan to a group of seven venture capitalists	
SKILLS	COMPUTER: PC - Microsoft Office, including Excel's sensitivity analysis and Crystal Ball, as well as Microsoft Project; also familiar with Mac software	
	LANGUAGE: Ability to read Latin and Ancient Greek; Elementary Italian	
