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***This document contains materials designed for courses in Classical Languages and Classical Civilization. Although the materials make specific reference to courses in Latin, the activities contained therein are easily adaptable to courses in ancient Greek. In addition, activities designed for use at a specific level can easily be adapted for use at any other level. Teachers should feel free to adapt activities to their courses as they deem appropriate.***



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**Getting Ready to Read: Analyzing the Features of a Text**

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**LATIN Level 1 LVL AD (Developing Familiarity with the Latin Textbook)**

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In order to assist students in locating and using information from the textbook most efficiently and successfully, it is helpful to familiarize students with the features of their textbook. Since Latin textbooks are designed with predictable features presented in recurring ways, it is helpful to students to familiarize themselves with these features prior to using the textbook extensively.

**Purpose**

- Familiarize students with the main features of the Latin textbook they will be using so that they can navigate through the text and locate essential information successfully.

**Payoff**

Students will:

- develop strategies for locating information and become familiar with the Latin textbook they are to use for their course.
- be able to locate the following: stories, running glossaries, words in the dictionary of the textbook, grammar notes and review sections, derivative activities, and Roman Life / cultural information.
- develop an understanding of the linguistic conventions used in their textbook (things such as where capital letters are used or not used, how the punctuation is used, etc.)

**Tips and Resources**

- Teachers should become familiar with the features of the specific Latin textbook they are using, noting the essential components their students will need to use.
- See the student resource: *carpe librum! How To Use Your Latin Textbook Efficiently*. Teachers should modify this resource according to the textbook they use.
- See, also, the *Getting Ready to Read* strategies in *Think Literacy: Cross-Curricular Approaches, Grades 7 – 12*.
- Teachers may prefer to do this activity orally.
- The skills supported by this activity should be reinforced regularly to ensure that students continue to understand the useful features of their textbook and how to access them independently.

**Further Support**

- Model the use of the textbook, referring to specific sections as questions arise in class and encourage the students to find the answers independently.
- Most textbooks also have Teachers' Guides available as well as web-based support materials. In addition, the Ontario Classical Association (which maintains a web site at [www.ontclassics.org](http://www.ontclassics.org)) is a resource for mentor information and other useful materials.



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**Getting Ready to Read: Analyzing the Features of a Text**

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**LATIN Level 1 LVL AD (Developing Familiarity with the Latin Textbook)**

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***Carpe librum! How To Use Your Latin Textbook Efficiently***

- #1. The name of my Latin textbook is: \_\_\_\_\_.
- #2. The cost of my Latin textbook, should it need to be replaced, is: \_\_\_\_\_.
- #3. This textbook is divided into \_\_\_\_\_ (how many) chapters or sections.
- #4. The ISBN number of my Latin textbook is: \_\_\_\_\_.
- #5. If I need to look up a word, I will turn to the vocabulary / dictionary section, which begins on page: \_\_\_\_\_.
- #6. If I need to look up a point of grammar, I will turn to the grammatical review section, which begins on page: \_\_\_\_\_.
- #7. My Latin textbook was published in this year: \_\_\_\_\_.
- #8. The author(s) or editor(s) of my Latin textbook is / are: \_\_\_\_\_  
\_\_\_\_\_.
- #9. The rule about capitalization, for my Latin textbook, is: \_\_\_\_\_  
\_\_\_\_\_.
- #10. When I am reading a story, and I meet with new vocabulary, I should look at these places in the textbook to find the meanings of new words: i) \_\_\_\_\_  
ii) \_\_\_\_\_.
- #11. Coloured boxes or pages, in my Latin textbook, indicate that the information contained there is: \_\_\_\_\_  
\_\_\_\_\_.
- #12. The illustrations in my Latin textbook tell me the following information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- #13. When I look through my Latin textbook, the section or chapter which I predict will be most interesting is (and why):  
\_\_\_\_\_  
\_\_\_\_\_.
- #14. The picture in my Latin textbook which I find most attractive or interesting is (and why): \_\_\_\_\_  
\_\_\_\_\_.



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**Getting Ready to Read: Extending Vocabulary**

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**LATIN Level 1 LVL AD (*murus verborum*: Creating a Latin Word Wall)**

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Students of Latin are required to understand specific terminology essential to their study (and to develop an understanding of linguistic structures common to all languages). A word wall, which contains specific grammatical terms taught throughout the course, will provide visual reinforcement for all students, particularly those who are visual learners, who have learning challenges, or who are ESL students.

**Purpose**

- Understand and reinforce, using a visual reference, the specific grammatical terminology essential to a study of Latin at this stage.
- Help students independently and accurately use grammatical understandings in completing class activities.

**Payoff**

Students will:

- use visual reinforcement to understand and apply grammatical concepts in class activities.
- develop improved accuracy in translations and other class activities.
- develop greater independence, accuracy and speed in reviewing, referencing, and applying grammatical concepts.

**Tips and Resources**

- Teachers should consistently reinforce previously-taught grammar, adding new concepts as they are learned and illustrating the connections between concepts for greater understanding.
- Teachers will also need to cover the information or take down the word wall prior to tests or quizzes.
- Teachers should use colours and visuals to enhance the word wall.
- Students can also be assigned to create posters of the grammatical concepts which can be posted in the classroom. A senior Latin class can use this activity to review grammatical concepts and provide the visuals for the use of the level one students.
- Teachers should organize the visuals to illustrate concepts relating to nouns in one group, verbs in another group, adverbs in another group, etc., leaving room to note the connections between concepts and within concepts.
- Teachers may also use this activity to teach vocabulary, derivatives, or cultural material.

**Further Support**

- Consult the Ontario Classical Association, Teachers' Guides, and/or web sites for additional resources.



**Getting Ready to Read: Extending Vocabulary**

**LATIN Level 1 LVL AD (*murus verborum*: Creating a Latin Word Wall)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers decide which grammatical concepts are to be illustrated using this activity.</li> <li>Teachers gather materials (markers, Bristol board, etc.).</li> <li>Teachers plan the layout of the visual, leaving room to add concepts as they are learned and to illustrate the connections between them.</li> </ul>	
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers post the visual organizers.</li> <li>Teachers encourage student discussion of the concepts as they are posted, reinforcing them as the students are reading / translating.</li> </ul>	<ul style="list-style-type: none"> <li>Students contribute to class discussion of grammatical concepts posted by asking questions for clarification or making observations about the concepts.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers reinforce concepts, asking students to identify grammatical concepts illustrated on the word wall as they encounter them in translations.</li> <li>Teachers reinforce not only new concepts, but also those previously taught, as they are encountered in class activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students constantly reference the word wall when they need reinforcement or assistance in identifying and applying grammatical concepts during class activities.</li> </ul>

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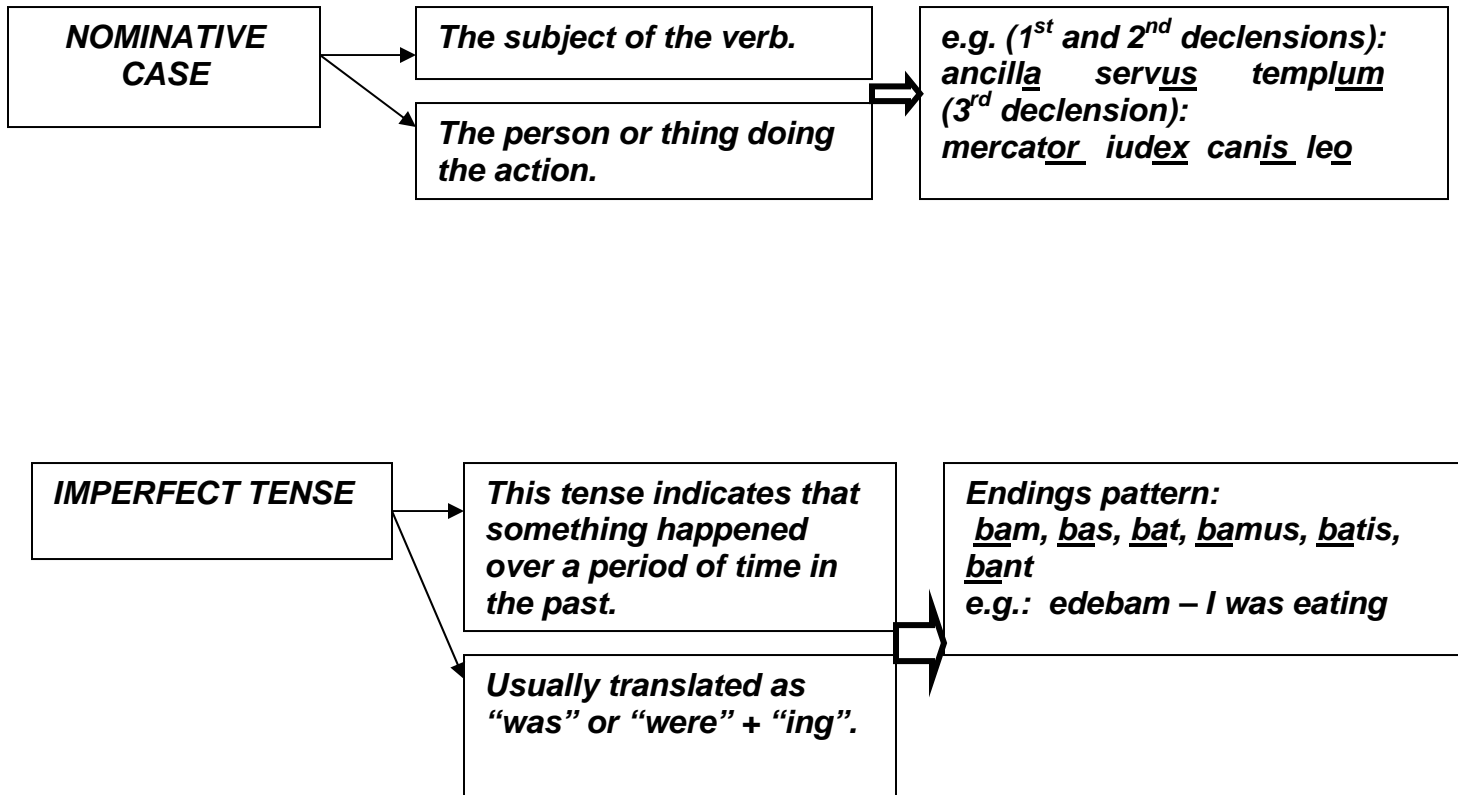
**Getting Ready to Read: Extending Vocabulary**


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LATIN Level 1 LVL AD (*murus verborum*: Creating a Latin Word Wall)

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Creating a Word Wall (e.g.):





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## Getting Ready to Read: **Skimming and Scanning to Preview a Text**

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### LATIN Level 1 LVL AD (Identifying Key Events of a Latin Story)

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Students of Latin complete a variety of translations throughout the course, but it is also helpful to have them extract meaning through exercises which require them to scan a Latin story and identify the key events and characters.

### Purpose

- Require students to exercise their understanding of vocabulary and grammar outside of translation activities.
- Encourage students to apply their knowledge to an unseen passage and extract general information about the story quickly.
- Illustrate students' understanding of vocabulary and grammatical concepts, or indicate areas for improvement.

### Payoff

Students will:

- understand the content of a story without translating it.
- self-diagnose issues with vocabulary and grammar independently.
- locate information in Latin efficiently.
- reinforce linguistic skills which they use in English and other languages and subjects.

### Tips and Resources

- This activity can be applied to any story from a Latin textbook.
- It is a useful way of providing a variety of activities which appeal to different learning styles, and it requires students to apply their skills to alternative contexts.
- Students can be asked to skim a Latin story for basic meaning, and then the story can be corrected by the whole class. Alternately, students can skim for basic meaning and then switch with a partner who will then translate the story. The partner can then compare her or his translation to the skimmed meaning, and the partners can discuss what they have found, before correcting the stories as a whole class.
- This activity is also an excellent opportunity for peer tutors to interact with students and to test their own knowledge as they assist their peers.
- Teachers may use skimming and scanning activities orally, or in writing, individually or with groups, combining approaches as they deem appropriate.
- Also, students can scan for specific information as directed by the teacher.

### Further Support

*Sample Story for Scanning and/or Skimming "Caesar et leo" and Think Literacy: Cross-Curricular Approaches, Grades 7 – 12 p. 32).*



**Getting Ready to Read: Skimming and Scanning to Preview a Text**

**LATIN Level 1 LVL AD (Identifying Key Events of a Latin Story)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select the Latin story(ies) they would like students to skim and scan.</li> <li>Teachers decide what elements they would like scanned from the story (content, grammatical structures, e.g., Dative case, Imperfect tense).</li> <li>Teachers decide the approach they would like to have students take (e.g., individual work, in pairs, etc.)</li> <li>Teachers prepare a teacher copy of the story, highlighting elements students are asked to identify and giving an overview of the plot.</li> <li>Teachers may provide a photocopy of the Latin story which students can write upon during the activity.</li> <li>Teachers prepare a list of specific questions for students to use in scanning the story for meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Students consistently review vocabulary and grammatical elements to support their understanding of course content.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers support students, reminding them to focus on selecting key words which indicate meaning (e.g., names, verbs and verb tenses, adjectives, dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>Students skim the Latin story and write down the key elements of plot that they identify.</li> <li>Students scan the story and write down (or highlight on the photocopy as appropriate) the information requested by the teacher.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers verify the correct translations / meanings extracted from the stories through the scanning and skimming activities.</li> <li>Teachers ask students during class discussion specific questions allowing them to verify correct information.</li> </ul>	<ul style="list-style-type: none"> <li>Students may translate the story they have skimmed or scanned to determine the accuracy of their work.</li> <li>Students contribute to class discussion of the information gained from scanning and skimming.</li> </ul>

**Notes**

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## Getting Ready to Read: **Skimming and Scanning to Preview a Text**

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**LATIN Level 1 LVL AD (Identifying Key Events of a Latin Story)**

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### **Sample Story for Scanning and/or Skimming “Caesar et leo”**

*(This story would be most appropriately used toward the end of the Level One course.)*

*ego et Caesar in via ambulabamus. Caesar erat canis. subito, Caesar leonem spectavit! “eheu!” clamavi. “leo est in via. mihi non placet! Caesar leonem agitat! Caesar est parvus, sed leo est magnus!” Caesar latrabat et huc illuc currebat. leo timebat in villa cucurrit.*

*senex in villa habitabat. in horto recumbebat et dormiebat. leo sub lecto se celavit et Caesar eum petivit. canis in lectum saluit et ululavit. leo fremuit. senex erat veterrimus et fessus et surdus. servi, postquam clamorem audiverunt, in hortum ruerunt. servi vocem leonis audiverunt, sed solum canem viderunt. servi non rem intellexerunt.*

*“babae! quid accidit? ubi est leo? solum parvum canem video. non intellego!” inquit unus servus. servus parvo cani appropinquavit. canis manum servi lambebat, et leo pedem servi lambebat. servus erat attonitus. circumspectavit, et sub lecto inspexit. postquam servus leonem vidit, leo iterum servum lambit. servus clamavit et ad tablinum fugit.*

*Caesar leonem spectavit et iterum latravit. leo per villam currebat et Caesar eum agitabat. servi et coquus et ancillae perterriti erant. ingentes clamores fecerunt et in viam fugerunt. interea, senex dormiebat.*

*ego villam intravi et canem quaerebam. senem dormientem inveni. eum excitavi et eum rogavi, “vidistine canem meum? est parvus sed ferox!”*

*senex mihi respondit, “quid! quis es? cur in villa mea es? ego nihil audivi! abi, caudex! necesse est mihi dormire!” Caesar, postquam leonem ad amphitheatrum agitavit, ad villam revenit. servi et coquus et ancillae eum laudaverunt et cibum obtulerunt. Caesar erat laetissimus! Caesarem inveni! eram laetissima!*

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**Getting Ready to Read: Skimming and Scanning to Preview a Text**

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**LATIN Level 1 LVL AD (Identifying Key Events of a Latin Story)**

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**Skimming Questions for the story, “Caesar et leo”**

(Use these questions to prompt oral discussion after students have skimmed the story.)

- #1. What characters do we meet in the first paragraph of the story?
- #2. What happens in the first paragraph?
- #3. Where do the characters go?
- #4. What happens when the characters enter the garden?
- #5. What confuses the slave? What is his reaction?
- #6. What do the other members of the household do?
- #7. How does Caesar save the city?
- #8. How is Caesar rewarded?
- #9. Is the story written in the present or past tense?

**Scanning Questions for the story, “Caesar et leo”**

(Use these questions to either ask orally or to provide in a handout as students scan the story for specific information.)

- #1. Name 4 characters in the story.
- #2. Name 4 actions in the story.
- #3. Name 4 locations in the story.
- #4. Find 4 examples of imperfect tense verbs.
- #5. Find 5 examples of perfect tense verbs.
- #6. Find 2 examples of superlative adjectives.
- #7. Find 4 examples of dative case nouns.
- #8. What is the gender of the narrator and how do you know this?

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**Reading Different Text Forms: Reading Graphical Texts**

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**LATIN Level 1 LVL AD (Extracting Meaning from a Classical Image)**

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In the ancient world, the majority of individuals were unable to read and write, yet they developed means of communication with each other through images, means that are still useful resources for understanding today. These images are often the only way for modern Classicists to understand aspects of ancient culture in Greece and Rome and so they are still very valuable sources of information, particularly about those ancient people who were not members of the wealthiest class. This activity encourages students to find meaning through interpreting visual images (e.g., photographs of statues, pictures, paintings, architectural features) as an alternate source of information.

**Purpose**

- Familiarize students with images from the ancient world.
- Help students develop the skills to interpret these images independently for greater understanding of ancient cultures.

**Payoff**

Students will:

- interpret images from the ancient world and from the modern world based on them (e.g., photographs of graffiti, art, sculpture, replicas).
- enhance their skills in critical analysis and finding deeper, more complex meanings.
- apply this skill to interpreting images in other courses.

**Tips and Resources**

- This type of activity is particularly useful for students who are visual learners and for ESL students who can bring their own metacognition into use.
- In addition, this type of activity can be very useful to teachers in communicating concepts or ideas which are challenging to express in other ways.
- Teachers may find it useful to prepare a worksheet for students to complete during the activity.
- See teacher resource, *Tips for Interpreting Images from the Ancient World*.
- Some features of the images which would be helpful to consider include:
  - size
  - materials used to create the image
  - inscriptions
  - colour
  - what the images depict (iconography)

**Further Support**

- Visual images can be accessed through the Ontario Classical Association's web site and through support materials offered with most textbooks.



**Reading Different Text Forms: Reading Graphical Texts**

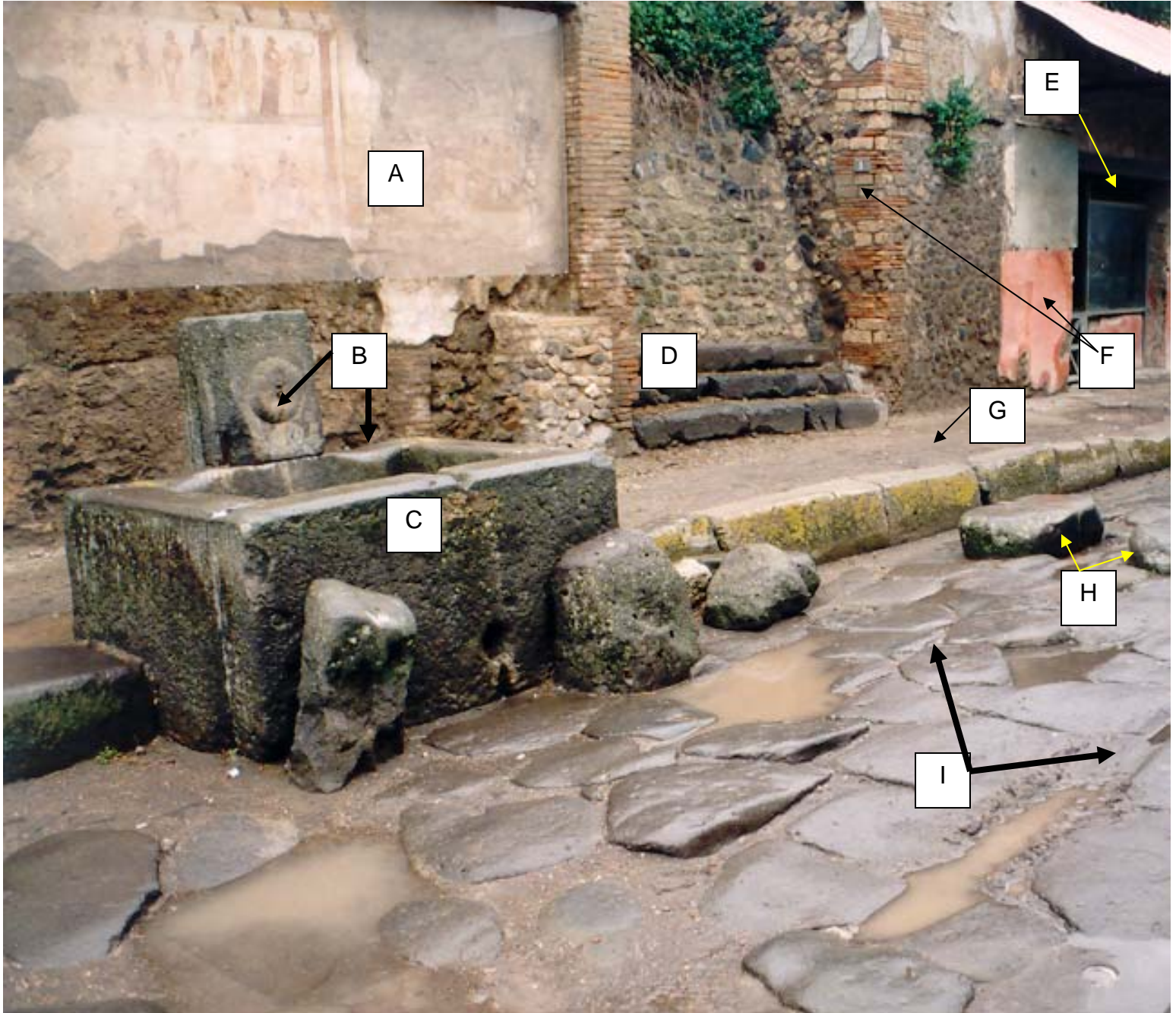
**LATIN Level 1 LVL AD (Extracting Meaning from a Classical Image)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select images appropriate to the cultural or other topic being studied (or they can use images from the textbook if available).</li> <li>Teachers create overhead copies, handouts or PowerPoint projections of the images which can be presented to the class.</li> <li>Teachers may wish to prepare a worksheet for students to complete based upon the activity.</li> <li>Teachers activate students' prior knowledge using guided questions to prepare them for this activity (e.g., what types of non-written sources of information can you think of which might give you information about the ancient Romans?).</li> </ul>	<ul style="list-style-type: none"> <li>Students activate their prior knowledge, thinking about what they already know about a specific topic and what types of non-written sources of information might exist regarding the ancient world. This can be done individually, in small groups, or as a whole class.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers assist students in interpreting the image for meaning using guided questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students view the image, listening to the guided questions and making suggestions about the image.</li> <li>Students may be asked to take notes based on the discussion, or to complete a worksheet.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers brainstorm with students ways/methods for checking the validity of the information they have suggested related to the image (e.g., check internet sources, or textbooks related to the image).</li> <li>Teachers discuss with students reasons why visual images from the ancient world are essential to our understanding of it.</li> <li>Teachers provide students with an image to interpret independently, using and practicing the skills they have just encountered.</li> </ul>	<ul style="list-style-type: none"> <li>Students check the validity of the information they and the class have suggested regarding the image (using the Internet or other source materials).</li> <li>Students (independently or in pairs) complete an analysis of another image(s) from the ancient world.</li> </ul>

**Reading Different Text Forms: Reading Graphical Texts**

LATIN Level 1 LVL AD (Extracting Meaning from a Classical Image)

**Tips for Interpreting Images from the Ancient World.**

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**Reading Different Text Forms: Reading Graphical Texts**  
**LATIN Level 1 LVL AD (Extracting Meaning from a Classical Image)**

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**Tips for Interpreting Images from the Ancient World.**

(The following questions refer to the photograph on the facing page and to the letters which denote specific features.)

#1. Look at the picture as a whole: what do you think this is a picture of? Why?

**Feature A:**

#2. What is this feature?

#3. From what material do you think it was made?

#4. Why do you think it is on the outside of the building?

#5. What do you think it depicts? Why?

**Look at Features B and C:**

#6. What do you think these items are? Why?

#7. What can you deduce about item B – what does it tell you about the building material available at the time? Why are there depressions in the stone at the back? What does B tell you about technology and engineering at the time? Why?

**Feature D:**

#8. What do the steps at feature D suggest about what type of building this could have been?

**Feature E:**

#9. What do you think feature E was? Why?

**Feature F:**

#10. What does feature F suggest to you about the types of technology and building materials used in ancient Rome?

#11. What do you think that feature F reveals about taste and decoration popular in ancient Rome? Why?

**Feature G:**

#12. What do you think feature G is?

#13. How does it compare to its modern equivalent?

**Features H and I:**

#14. What do you think feature H might be? Why?

#15. What does feature I show?

#16. How do you think feature H and feature I are connected? Why?

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## Developing and Organizing Ideas: **Webbing, Mapping and More**

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### LATIN Level 1 LVL AD (Organizing Information About the Ancient World)

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The culture sections of courses in Latin deal with a variety of topics related to the ancient world. The information is in many cases abundant with facts, and, as a result, students require various strategies to help them sort ideas, make connections between the ancient and modern worlds, identify relationships among various elements of ancient culture, and synthesize large amounts of information in order to write coherent test answers, research papers, and create oral presentations.

#### **Purpose**

- Assist students in sorting and synthesizing information about various aspects of ancient life.
- Enhance students' ability to deal with information independently when writing research papers, preparing notes, creating presentations, etc.

#### **Payoff**

Students will

- develop critical and creative-thinking skills.
- develop facility with skills required for processing information and coherently expressing it in written form.
- independently organize thoughts and ideas regarding topics discussed as part of course material or as independent research.
- synthesize prior knowledge and material learned in other classes with information being currently learned.

#### **Tips and Resources**

- Teachers may wish to model any number of webbing and mapping strategies which will assist students in expressing course material through writing.
- Teachers may also wish to have students read through Roman Life material, for example, as a class in order to add supplementary information or clarification and to ensure students are attentive to the content. This also allows students to contribute information from their own experiences or readings.
- See p. 108 in *Think Literacy: Cross-Curricular Approaches, Grades 7 – 12*.
- *Sample Mind Map for "Roman Houses"*. (See page 20)

#### **Further Support**

- Graphic organizers can be made visually appealing using computer programmes, such as "Inspiration".



**Developing and Organizing Ideas: Webbing, Mapping and More**

**LATIN Level 1 LVL AD (Organizing Information About the Ancient World)**

**Notes**

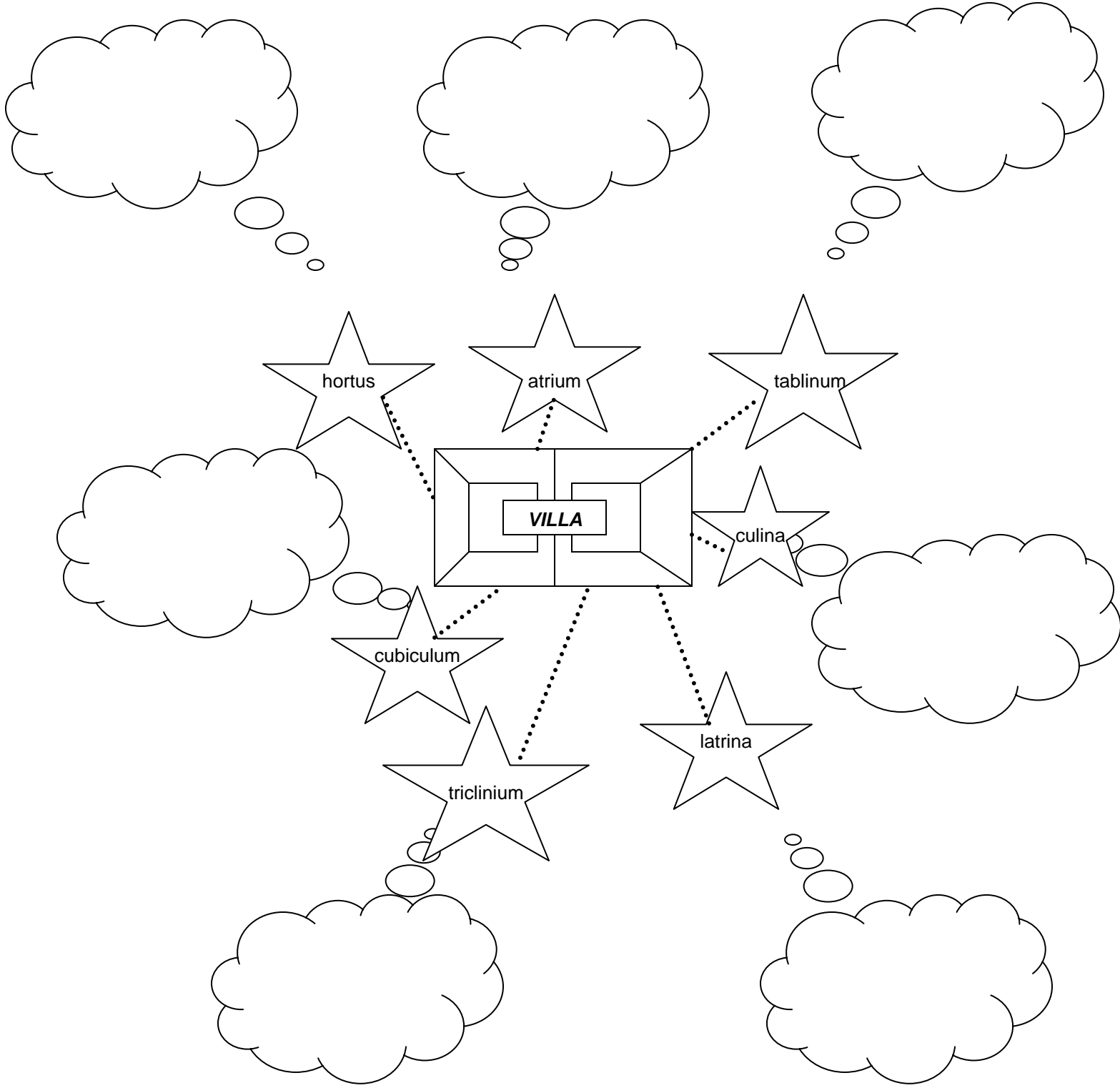
<b>What teachers do</b>	<b>What students do</b>
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select a cultural topic for which students are provided with written information. This could be information contained in the textbook, or in another source.</li> <li>Teachers select materials they would like to use in presenting the web or map to be demonstrated (e.g., coloured chalk or markers, overheads, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>If students are to use webs or maps in preparation for a research project, students select the topic to be researched as well as resources to be used.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers direct students to read the information selected.</li> <li>Teachers lead students through the process of creating the web or map (through the media chosen).                         <ul style="list-style-type: none"> <li>Teachers invite students to generate ideas about subtopics related to the topic, and write these in appropriate areas of the chosen medium.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students contribute to the class discussion by providing information about the Roman Life topic.</li> <li>Students create their own copies of the web or map following the example being modeled by the teacher.</li> <li>Students pay attention to the process of creating a web or map and determine the forms which are most useful to them.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers may ask students to create a web or map for evaluation, showing the important concepts or ideas relating to a specific topic studied.</li> <li>Teachers may ask students to organize study notes in preparation for such assessments as the Roman Life project, or for a test on culture, using the mapping or webbing method demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Students create their own webs or maps related to a topic and then share them with another student, comparing their work to others' in order to see commonalities and differences.</li> <li>Students may also be asked to create a web or map for evaluation.</li> <li>Students apply skills in webbing and mapping to other learning activities in Latin and other subjects.</li> </ul>



**Developing and Organizing Ideas: Webbing, Mapping and More**

**LATIN Level 1 LVL AD (Organizing Information About the Ancient World)**

Sample Mind Map for "Roman Houses"





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**Paired Work: Timed Retell**

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**LATIN Level 1 LVL AD (Reading Latin Aloud)**

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In this activity, students work in pairs to enhance their facility with spoken Latin and with connecting to the written word. Students frequently experience difficulty pronouncing words in new languages and may not recognize the sounds of words they have only seen in print.

**Purpose**

- Reinforce students' understanding of spoken Latin and enhance their ability to pronounce it themselves.
- Assist students in understanding the purpose of punctuation in written Latin and the conventions of oral reading.

**Payoff**

Students will:

- develop greater understanding of the conventions of spoken Latin (elements of pronunciation).
- develop greater facility with reading aloud in both Latin and English.
- understand the use of punctuation and capitalization in Latin and what this requires when read orally.
- understand the content of what they read orally and hear without directly translating.
- enhance their ability to focus and attend when listening to orally-presented information.
- experience greater facility in taking notes from orally-presented information.

**Tips and Resources**

- This activity is very helpful for students who are aural learners.
- It is also beneficial to help students focus on oral information and develop their listening skills.
- Teachers may find it necessary to demonstrate proper pronunciation and technique several times in modeling this activity for students.
- Teachers may find it useful to ask students to use a ruler or similar item to distinguish the Latin or ancient Greek text line by line as it is read aloud.
- Teachers may also find it useful to provide tapes of oral readings to students (particularly if students experience difficulties) so that they can practice.
- By having students practice reading aloud in pairs, the stress students may experience in reading before the whole class may be reduced, and teachers may find the activity more successful.
- In addition, teachers may wish to use language lab facilities available within their schools to create audio support materials or allow students to create tapes of their readings which they can then listen to and note areas for improvement.

**Further Support**

- Most textbooks also have available orally-presented materials (on audio CDs or on web sites) to accompany readings. These can be ordered.
- Traupman, John C. Conversational Latin for Oral Proficiency. Wauconda, Illinois: Bolchazy-Carducci Publishers Inc. 1999.

**Paired Work: Timed Retell**

**LATIN Level 1 LVL AD (Reading Latin Aloud)**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select a story from their text as appropriate.</li> <li>Teachers divide students into pairs.</li> <li>Teachers assign a passage to each pair (either a different passage for each pair, or the same passage to all pairs).</li> <li>Teachers model correct oral reading techniques (e.g., pronunciation, pace, attention to punctuation) by reading aloud the assigned Latin passage(s) as many times as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Students follow along, reading the Latin text silently as the teacher reads the text aloud, so that they reinforce the connection between the written and the spoken word.</li> <li>Students may wish to use a ruler or similar item to distinguish the Latin text as it is read aloud.</li> <li>Students recall appropriate behaviours for small and large group activities (e.g., the provision of constructive and positive comments rather than unpleasant or negative ones.)</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate as students work to ensure that they remain focused on the task.</li> <li>Teachers provide assistance as necessary, encouraging students to try reading orally as much as possible on their own during the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Student A reads the passage aloud to student B while student B follows along in the Latin text, indicating if there are any adjustments needed (e.g., pronunciation or punctuation).</li> <li>Then, student B reads the passage aloud to student A, repeating the process as outlined above.</li> <li>Students ask for clarification of pronunciation, vocabulary, grammatical terms, etc., from both their partner and the teacher, as required.</li> <li>Students focus not just on the pronunciation of words in a passage, but also on their content (what the passage is about) as they participate in this activity.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers ask for a pair of volunteers to demonstrate their ability with the oral reading to the class.</li> <li>Teachers may wish to have students present the oral reading of the Latin passage through a skit or puppet show, for example, providing a different context for the presentation of these skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students note their strengths and any areas for improvement.</li> <li>Students seek to improve any areas necessary (e.g., looking up words they do not know, practicing pronunciation).</li> <li>Students continue to practice these skills in future class activities.</li> </ul>



**Paired Work: Timed Retell**

**LATIN Level 1 LVL AD (Reading Latin Aloud)**

**Latin Pronunciation Guide:**

- In Classical Latin, all letters are pronounced when spoken (there are no silent letters).
- Most consonants are pronounced in the same way as in English except:
  - “c” is always hard (pronounced like “k”), as in “came”
  - “g” is always hard, as in “game” or “good”
  - “v” is always pronounced like the English “w”, as in “walk”

**Vowels** can be pronounced as either a long vowel or short (these long and short sounds are slightly different from English). A long vowel is usually indicated by a small line called a macron which appears over top.

<i>short vowel</i>	<i>English example of sound</i>	<i>Latin example of sound</i>
a	<u>a</u> ct	h <u>a</u> bet
e	pe <u>n</u>	e <u>s</u> t
i	si <u>t</u>	i <u>n</u> ter
o	h <u>o</u> p	o <u>pt</u> imus
u	pu <u>ll</u>	<u>u</u> t
<i>long vowel</i>	<i>English example of sound</i>	<i>Latin example of sound</i>
a	fa <u>th</u> er	fa <u>bu</u> la
e	pre <u>y</u>	lae <u>t</u> e
i	ma <u>ch</u> ine	vi <u>s</u>
o	ho <u>p</u> e	no <u>l</u> o
u	cr <u>u</u> de	pu <u>r</u> us



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**Small Group Discussion: Jigsaw**

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**LATIN Level 1 LVL AD (Jigsaw of a Latin Translation)**

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Jigsaw is an extremely useful method of reinforcing students' abilities to work cooperatively and to take responsibility and ownership of their work. It also permits students to learn both vocabulary and grammar more thoroughly, since it provides students with the opportunity to teach their peers. This type of activity is excellent for refining translation skills.

Students are divided into "home groups" which are further subdivided into "expert groups". Each expert group is assigned a specific passage from a Latin story. Together, they translate the paragraph and ensure that they understand both the vocabulary and the grammatical content of the passage so that when they return to their home groups they can lead their peers through the translation of their section of the passage.

**Purpose**

- Encourage cooperative learning through group translation exercises.
- Encourage students to learn through greater self-direction and problem-solving approaches which support retention of information and skills.

**Payoff**

Students will:

- enhance their cooperative learning skills.
- practice their skills in translation and the application of grammatical concepts and vocabulary knowledge to new passages.
- improve their self-confidence through more independent learning opportunities.
- improve their communication skills by sharing information within group settings.

**Tips and Resources**

- Jigsaw activities can be very beneficial for aural learners and those students who find great success in social learning situations.
- This type of activity also provides variety in translation activities.
- In addition, this activity is an excellent way to provide students who might be hesitant to speak in front of the class with opportunities to speak and present within smaller groups.
- Teachers should organize expert groups to include students from a range of abilities so that the greatest support possible is provided within the group setting.
- They should arrange the passages and groups to match (e.g., for six groups, a passage with six sections is required).
- Teachers will also need to review with students strategies for interacting within groups (e.g., not dominating the group's activity, providing supportive feedback, being considerate of others). See *Think Literacy: Cross-Curricular Approaches Grades 7-12* pp. 159-160 and pp. 170-171.

**Further Support**

- Another useful support is: Bennett, Barrie, Carol Rolheiser and Laurie Stevahn. Cooperative Learning: Where Heart Meets Mind. Toronto: Educational Connections. 1991.



**Small Group Discussion: Jigsaw**

**LATIN Level 1 LVL AD (Jigsaw of a Latin Translation)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select appropriate passages for a jigsaw activity. It is best to select one story with various passages or sections which can be provided to the number of groups required.</li> <li>Teachers select students for both “expert groups” and “home groups” ensuring a variety of abilities in each and outlining the roles of each student.</li> <li>Teachers review with students the requirements of participating in group activities (e.g., group etiquette: providing positive feedback, allowing everyone an opportunity to speak).</li> <li>Teachers review with students strategies for presenting accurate translations within their groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students meet in their home groups and discuss the roles of each member and what they will be bringing back to their peers.</li> <li>Students then break into their expert groups to begin the activity.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate among groups, helping them maintain focus and reminding students about time limits.</li> <li>Teachers provide support and explanation as needed and appropriate, encouraging students to problem solve (avoiding the temptation simply to provide the answer).</li> </ul>	<ul style="list-style-type: none"> <li>Students work through the translation, sharing the responsibility for decoding the information and arriving at a mutually agreed-upon translation.</li> <li>Students ensure that all group members have the opportunity to understand the translation of the story and how it was arrived at, and that all members can answer questions regarding it.</li> <li>Students ask for assistance as needed and appropriate, making sure first to try to problem solve and decode the translation independently of the teacher.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers may wish to explain to students that they must end up with a complete translation of the story, part of which they may be asked to share with the class as a whole at the conclusion of the activity (this could be a sentence from their expert group, or from their home group). This will encourage focus on the task.</li> <li>Teachers may also wish to have students present their translations as a skit or cartoon, etc.</li> <li>Teachers may also wish to have students hand in the translations for evaluation to ensure that the final product has been accurately completed.</li> </ul>	<ul style="list-style-type: none"> <li>Students volunteer to present their translations to the class as requested by the teacher.</li> <li>Students reflect on their skills and abilities and complete a self-diagnostic checklist, indicating any challenges they experienced during the activity and any skills they should try to improve.</li> </ul>

Notes



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**Small Group Discussion: **Jigsaw****

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**LATIN Level 1 LVL AD (Jigsaw of a Latin Translation)**

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**Student Self-Diagnostic Checklist**

In participating in this activity, I had difficulty with the following elements of Latin:

- recalling noun endings;
- recognizing cases;
- recalling verb endings;
- recognizing verb tenses;
- remembering vocabulary;
- word order;
- recognizing and translating adjectives;
- recognizing and translating adverbs.

In participating in this activity, I:

- helped others to understand the material and skills;
- took personal responsibility for my contribution to the group's work;
- listened to others as they made contributions;
- maintained my focus on the task;
- offered positive constructive feedback to others in my groups;
- gave my best efforts to problem solving and figuring out the translation on my own before asking for help;
- asked for assistance when I needed it;
- took thorough notes of the translation as directed by the teacher;
- listened carefully to the instructions provided by the teacher;
- participated in the follow-up discussion / completed the follow-up task.

What I enjoyed about this activity was (and why):

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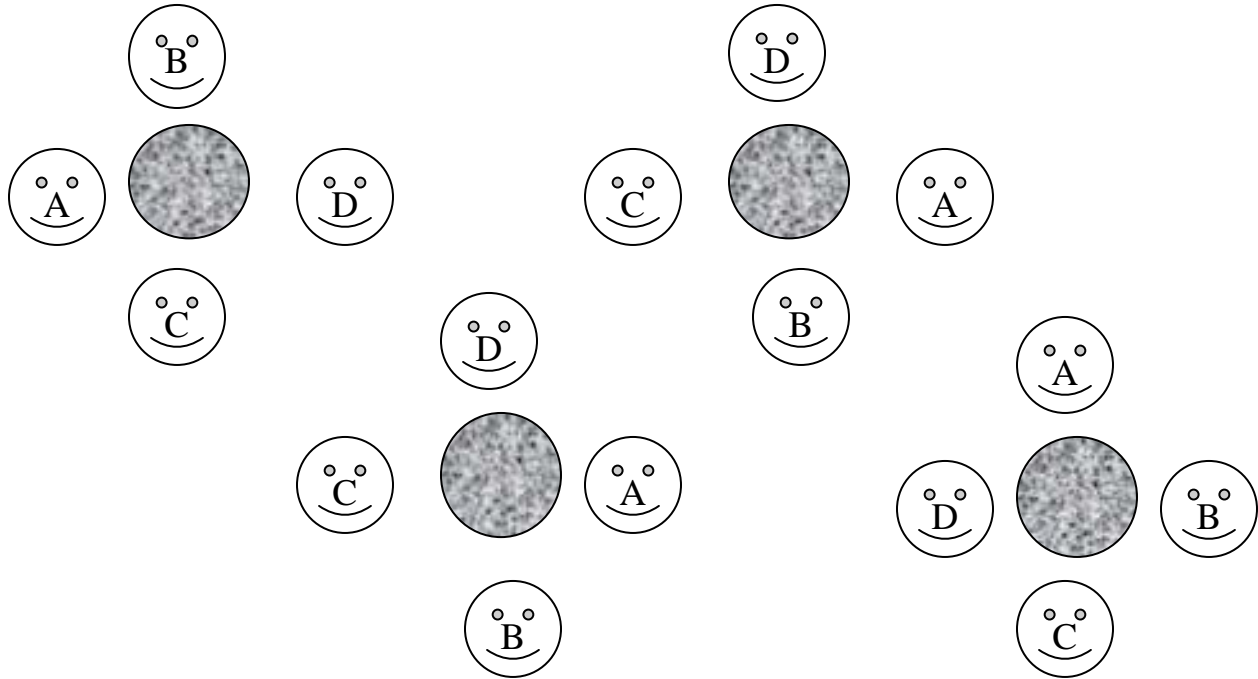
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**Small Group Discussion: Jigsaw**

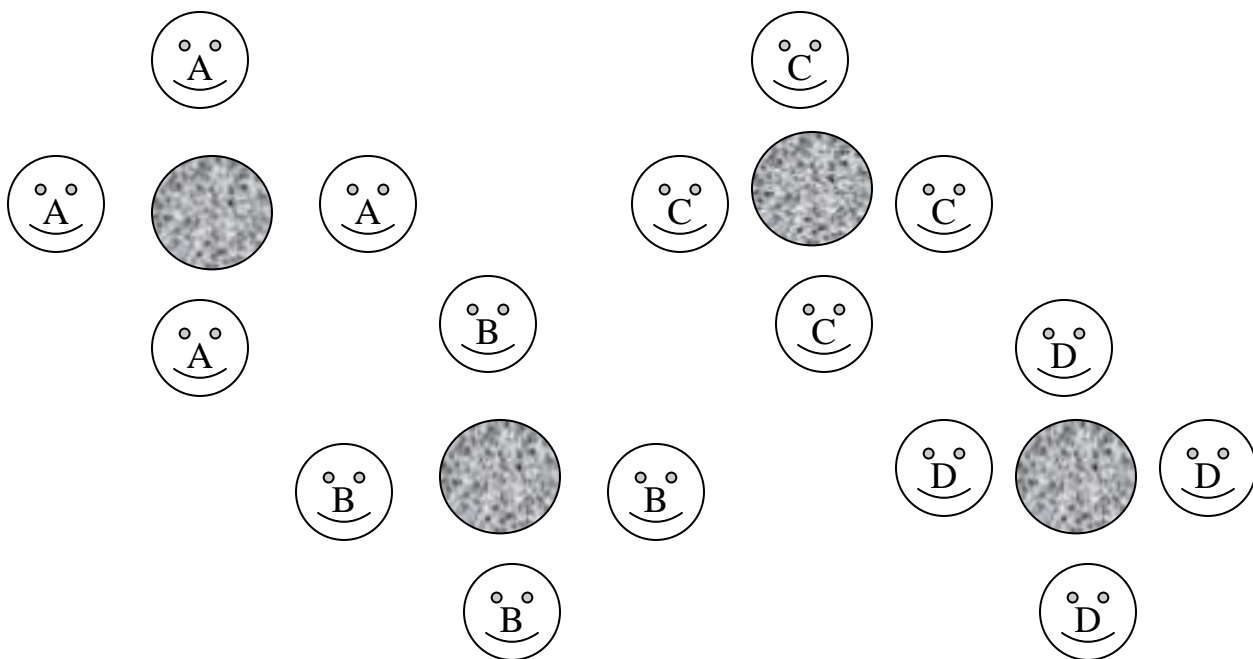
**LATIN Level 1 LVL AD (Jigsaw of a Latin Translation)**

**Jigsaw Illustration**

**Home Groups:** These are the groups to whom students present; each student within these groups will have a different part of one passage to translate.



**Expert Groups:** Within these groups, students work together to arrive at an accurate translation. Each student in the expert group has the same section of one passage.



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## Engaging in Reading: **Most/Least Important Ideas and Information**

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LATIN Level 2 LVL BU (*rationes maximi momenti / minimi momenti*)

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Students frequently have difficulty identifying the key ideas of text in both English and Latin, and so opportunities to practice this skill with specific focus are very beneficial. In preparation / review for tests and exams in any subject, these skills are essential for students to grasp.

### Purpose

- provide students with opportunities to practice skills in identifying most and least important information in texts written in Latin as well as Roman culture passages written in English.

### Payoff

Students will:

- exercise and strengthen critical thinking skills in processing written information in Latin and English.
- improve their note-taking skills (speed, accuracy, completeness).
- develop greater fluency and accuracy in reading written materials in Latin and English.
- learn to support statements and opinions with essential information gathered from written sources.
- develop skills in using vocabulary and context to determine meaning.

### Tips and Resources

- While extracting key ideas from written text can be very challenging, it is important to encourage students continually to practice these skills and to see that important information can be gleaned from Latin text without directly translating it.
- One of the greatest difficulties for students is the temptation to see one's subjective interests as paramount. Students should be encouraged to select ideas and information after careful consideration and real thought.
- Teachers may wish to remind students to bring highlighters or coloured writing implements to class for this activity.
- Teachers may wish to focus on having students locate the most important ideas within a passage only. Teachers should feel free to adapt this activity to remove the instruction to locate the least important ideas as they feel appropriate.

### Further Support

Teachers may wish to refer to *Think Literacy: Cross-Curricular Approaches, Grades 7 - 12* p. 47 for a useful chart.

**Engaging in Reading: Most/Least Important Ideas and Information**

LATIN Level 2 LVL BU (*rationes maximi momenti / minimi momenti*)

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select appropriate Latin or English passages (one as an example, and one for the students to process). They may wish to make photocopies for students to write on or highlight and an overhead or other display aid.</li> <li>Teachers may wish to model these skills, reading a passage aloud and then demonstrating for the students how to select the key points.</li> <li>Teachers should remind students to bring a highlighter to class for this activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to the passage as it is read aloud by the teacher (perhaps following along with the written text as directed by the teacher).</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate among the students, monitoring their work as they extract important information from the Latin or English text.</li> <li>Teachers assist students in remaining on task as students individually determine the key ideas.</li> <li>Teachers provide clarification and support as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Students read the Latin or English text, highlighting the most important ideas / information.</li> <li>Students may be asked to make notes on the text, summarizing the key information they have found.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers may wish to demonstrate the identification of the key ideas with the whole class once everyone has taken the time to process the information first.</li> <li>Teachers may wish to ask students to read the same passage and search for information that is not essential to the passage and which does not contribute to the meaning.</li> <li>Teachers group the students into pairs to compare their results.</li> <li>Teachers circulate among the pairs, supporting on-task student interaction and clarifying where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Students may need to adjust their notation of key ideas / information as the whole class corrects the passage.</li> <li>Students may be asked to re-read the same passage and search for ideas or information not essential to the meaning.</li> <li>Students work in pairs to compare their observations, noting the key points both have found to be most or least important.</li> </ul>



**Engaging in Reading: Most/Least Important Ideas and Information**

LATIN Level 2 LVL BU (*rationes maximi momenti / minimi momenti*)

Graphic Organizer : Most Important Ideas and Information

Title of the Reading: \_\_\_\_\_

Date: \_\_\_\_\_

<i>rationes maximi momenti</i> (Most Important Ideas - in the order they occur)	<i>rationes minimi momenti</i> (Least Important Ideas - in the order they occur)

Central Focus of the Reading:

\_\_\_\_\_



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**Generating Ideas: Adding Content (Pass it On!)**

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**LATIN Level 2 LVL BU (Composition in Latin)**

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One of the most useful ways for students to understand the structure of Latin sentences is to create their own. Also, one of the ways to reinforce their understanding of written expression in English is to complete a writing activity in Latin. This causes them to really consider how to express ideas, how grammatical concepts function, what vocabulary they need, and how words work together in English and Latin.

**Purpose**

- Strengthen students' understanding of Latin grammatical concepts and vocabulary by writing their own sentences in Latin.
- Reinforce students' self-editing skills by considering what they have intended to express in written Latin and then evaluate whether their work has successfully done so.
- Enhance students' abilities to critically analyze written text (both their own and that of their peers).

**Payoff**

Students will:

- understand Latin vocabulary and grammar.
- experience a better understanding of the precision of Latin written expression.
- better understand English written expression and how to communicate more precisely and carefully.
- improve their skills with critical analysis and problem solving.

**Tips and Resources**

- Teachers should begin slowly with this activity, requiring students to begin by composing simple sentences before asking them to complete more complex compositions or small paragraphs.
- Teachers may wish to have students complete pre-composition "warm-up" exercises in which students choose from selections of declined and conjugated words in order to write Latin versions of English sentences (see accompanying resources, *Composition Practice ("Warm Up")* and *Composition Practice*).
- Teachers may wish to begin by parsing simple English sentences to have students practice identifying words and phrases according to their Latin grammatical designations.
- Teachers should encourage students to try to work through the process of composition independently, really focusing on the grammatical elements before asking for assistance.

**Further Support**

- Many textbooks offer online support through web sites as well as student work books which allow students to practice these skills.



**Generating Ideas: Adding Content (Pass it On!)**

**LATIN Level 2 LVL BU (Composition in Latin)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers prepare the “warm-up”, pre-composition exercises for students to practice identifying forms of Latin words they need to express English sentences.</li> <li>Teachers create 3 – 5 sentences for students to translate into Latin.</li> <li>Teachers review with students how to conjugate and decline Latin words as well as review how to use a Latin dictionary.</li> <li>Teachers model how to parse an English sentence in order to see how to construct it in Latin.</li> <li>Teachers divide students into pairs or small groups for this activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students review grammatical concepts and vocabulary in preparation for composition.</li> <li>Students pay attention to teacher modeling of the composition process so that they understand how to complete this on their own.</li> <li>Students ensure access to notes on grammatical concepts for reference during the activity.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate among the students, answering questions.</li> <li>Teachers encourage students to consult Latin dictionaries and their notes to assist them with this activity before asking for help.</li> <li>Teachers correct the “warm-up” pre-composition exercise with the class before having them complete the regular composition exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Students complete the pre-composition activity and correct it with the teacher, noting any difficulties they have had so that they can attend to them during the next activity.</li> <li>Students work on the composition by filling in what they know about how to express the English sentences in Latin.</li> <li>Students then pass their sheet to the next member of the group or pair, so that this person can add what they know about how to express the English sentences in Latin (or correcting what has already been written).</li> <li>This continues until each member of the group has written on each sheet.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers may wish to collect the students’ compositions to correct, or they may correct the work orally as a class, writing it on the board or overhead or SmartBoard.</li> </ul>	<ul style="list-style-type: none"> <li>Students correct their compositions with the teacher (or they hand it in as directed).</li> <li>Students self-diagnose concepts with which they experienced difficulty so that they can direct future efforts in these areas.</li> </ul>



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**Generating Ideas: Adding Content (Pass it On!)**

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**LATIN Level 2 LVL BU (Composition in Latin)**

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**Composition Practice (“Warm Up”)**

Read each of the following English sentences carefully. Then, compose the corresponding Latin sentence by circling the correct words provided in the list below and write the complete Latin sentence on the line beneath. You need to be ready to explain your choices.

1. The mistress sent the hair-dressers from the room.

*dominam*                      *ornatricem*    *ex*    *horto*                      *demittebat*  
*domina*                        *ornatrices*    *e*      *cubiculo*                *demisit*

---

2. The cruel master yelled at Sempronia and the slave-girls.

*dominus*            *crudelem*            *Semproniae*    *et*            *ancillam*            *clamabant*  
*maritus*            *crudelis*            *Semproniam*            *ancillas*            *clamavit*

---

3. It is proper for a lady to live in the city of Rome.

*difficile*    *erat*    *matronae*    *in*    *urbis*    *Roma*    *vitare*  
*decorum*    *est*    *dominae*    *ex*    *urbe*    *Romae*    *habitare*

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4. It is difficult to buy an expensive and elegant house.

*difficile*    *erat*    *villas*    *pretiosam*    *et*    *elegantem*    *emere*  
*decorum*    *est*    *villam*    *pretiosas*                      *elegantes*    *vendere*

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5. Livia was luckier than lovely Sempronia.

*Liviam*    *est*    *fortunatiores*    *quam*    *Sempronia*    *pulchras*  
*Livia*    *erat*    *fortunatior*                      *amica*            *pulchra*

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**Generating Ideas: Adding Content (Pass it On!)**

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**LATIN Level 2 LVL BU (Composition in Latin)**

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**Composition Practice**

**Translate each of the following English sentences into Latin. Be sure to analyze the parts of speech in the sentences before you attempt to translate.**

Many ships from many lands stand in the port of Ostia.

“We make beautiful things in my shop,” said Claudius.

“Did you (plural) see the riot which was in the street of the temples?” asked Marcellus.

These priests left the temple of Jupiter and walked through the streets of the city to that ship in the port.

“Tiberius, when I was returning home from the temple of Jupiter, I saw my shop burning and many people running in the street,” shouted the friend.

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**Revising and Editing: Reorganizing Ideas**

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**LATIN Level 2 LVL BU (Determining the Sequence of Events in a Latin Passage)**

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An effective way to check student comprehension of written Latin is to ask students to put in the proper sequence English translations of Latin sentences from a passage provided. Students are asked to read the Latin text and organize, in proper matching sequence, the English sentences.

**Purpose**

- Reinforce students' ability to understand written Latin without direct translation.
- Reinforce their critical thinking ability and their skill in organizing ideas logically and sequentially.

**Payoff**

Students will:

- read and understand more quickly, enhancing fluency and speed of comprehension of a Latin text.
- improve their organizational skills.

**Tips and Resources**

- This activity is helpful for students who have difficulty in writing and for students who are visual learners (since it allows for visual manipulation of text).
- This activity can also be done in pairs or individually (or in small groups) – it is very adaptable to different learning situations.
- In addition, it can be carried out using paper strips for students to arrange, or using computer technology requiring students to cut and paste.
- It also helps improve students' abilities to translate between Latin and English.
- See the story below, *Caesar est fortis*.

**Further Support**

- Most textbooks have teachers' manuals which contain English translations of the stories. Teachers could copy these translations to cut into strips if necessary.
- Many textbooks also have CD-ROMS which contain both the Latin text and the English translations which teachers can use in creating these exercises.

**Revising and Editing: Reorganizing Ideas**

**LATIN Level 2 LVL BU (Determining the Sequence of Events in a Latin Passage)**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers choose a Latin story appropriate in length (select 10 – 15 sentences from the text; the story should be about 25 lines long at least.)</li> <li>Teachers select 10 sentences and translate them into English.</li> <li>Teachers then scramble the order of the English sentences (either cutting them out and putting them into a random order, or typing them out in random order).</li> <li>Teachers may wish to ask students to bring highlighters and scissors to class for this activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students bring scissors and highlighters to class to use for this activity.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate among students to ensure that they remain focused on the task (this activity can be done individually, in pairs, or in groups).</li> <li>Teachers provide assistance and support where necessary, encouraging the students to look up key words and phrases and refer to their notes before asking for help.</li> </ul>	<ul style="list-style-type: none"> <li>Students consult dictionaries and grammar notes as necessary to decode the information from the Latin text and English translations.</li> <li>Students look for contextual clues to decide the order of the English sentences.</li> <li>Students provide assistance to their partners or peers as directed by their teachers (depending on whether this is a group or individual activity).</li> <li>Students may be asked to write out the Latin and English sentences in the correct order, or they may be asked simply to number them.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers may wish to collect students' written products from this activity to mark, or they could correct this with the whole class.</li> <li>Teachers should provide additional opportunities for students to practice the skills involved in this activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students adjust their work, noting any corrections as the translation is discussed.</li> <li>Students contribute appropriately to class discussion of the Latin and English translation.</li> </ul>



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**Revising and Editing: Reorganizing Ideas**

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**LATIN Level 2 LVL BU (Determining the Sequence of Events in a Latin Passage)**

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**Caesar est fortis – Latin text**

*ego et Caesar in via, quae erat in media urbe, stabamus. feminas et servos, qui cibum et vinum emebant, spectabamus. subito, ingens fur in via apparuit et senem petivit. eum vehementer pulsavit quod senex multam pecuniam portabat. senex ferociter exclamavit, et frustra cum fure pugnavit.*

*ego senem cognovit. villam, in qua olim Caesar leonem petiverat, possidebat. senex erat vetus et surdus. ego senem adiuvere volui. ego Caesarem vocavi et ei imperavi ut furem oppugnaret. Caesar ferociter latravit et furem oppugnavit. bracchium furis mordebat. fur erat attonitus sed senem non relinquit. senex perterritus exclamavit et humi exanimatus procubuit.*

*fur ad parvum canem se vertit. canis bracchium furis iterum momordit. fur cum dolore exclamabat. Caesar et fur magnum clamorem faciebat.*

*turba civium qui clamorem audiverant in via convenit. parvum canem, furem tenentem, spectavit. turba canem incitabat et furem vituperabat. tandem fur e via effugit. omnes erant laetissimi et Caesarem laudaverunt. Caesari cibum obtulerunt et caput canis mulcebant. Caesar erat contentus. ego et Caesar domum rediimus. ego cani praemium dedi quod canis erat optimus et senem servaverat!*



Student Resource

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**Revising and Editing: Reorganizing Ideas**

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**LATIN Level 2 LVL BU (Determining the Sequence of Events in a Latin Passage)**

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*Caesar est fortis* – English Sentences

Match the English sentence with the Latin sentence it translates (writing the Latin sentence underneath). Then, place a number in the blank which indicates the order in which the sentence occurs in the Latin text.

\_\_\_\_\_ - The dog bit the thief's arm again.

---

\_\_\_\_\_ - ... who had heard the noise.

---

\_\_\_\_\_ - ... which was in the middle of the city.

---

\_\_\_\_\_ - t saw a small dog holding a thief.

---

\_\_\_\_\_ - They were offering food to Caesar.

---

\_\_\_\_\_ - I recognized the old man.

---

\_\_\_\_\_ - ... the old man fell to the ground, unconscious.

---

\_\_\_\_\_ - ... because the old man was carrying much money.

---

\_\_\_\_\_ - I gave the dog a treat...

---

\_\_\_\_\_ - the old man was hard-of-hearing.

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**Pair Work: Think, Pair, Share**

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**LATIN Level 2 LVL BU (Oral Analysis of a Story in Latin)**

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In this activity, students are asked to enhance their skills in comprehension and editing by reading a translation of a Latin story and locating ten deliberately-placed errors in vocabulary, grammar, or syntax.

**Purpose**

- Provide opportunity for students to exercise their critical thinking skills in processing an English translation of a story.
- Provide opportunity for students to carefully consider the precision of Latin expression and what is required to make an expression accurate.

**Payoff**

Students will:

- enhance their understanding of Latin grammatical structures and vocabulary.
- expand their understanding of the structure and precision of written Latin.
- enhance their editing ability and their improve the sophistication and precision of their writing and speaking in English.
- practice their skills in group work, consensus-building, and providing peer feedback.

**Tips and Resources**

- This activity is particularly useful as a review for students of specific points of grammar.
- Teachers should pair students carefully, either combining students of similar abilities, or purposefully pairing students of differing abilities.
- Teachers will need to review with students proper techniques for group work and the etiquette involved in providing feedback to peers.
- This activity can be done completely orally if the teacher would like (reading the English translation aloud with ten errors for students to spot).
- Teachers should see the accompanying story, *Caesar est canis optimus!*

**Further Support**

- Teachers may wish to consult the teachers' manual for their text book to determine if any additional translations provided may be of use for this activity.

**Pair Work: Think, Pair, Share**

**LATIN Level 2 LVL BU (Oral Analysis of a Story in Latin)**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select an appropriate Latin passage, either from their text book or from another source.</li> <li>Teachers prepare a translation of the passage, including at least 10 errors in vocabulary or grammar or syntax (a combination of these).</li> <li>Teachers may wish to aim their errors at specific elements of grammar that the students have just learned or need to review.</li> <li>Teachers may also wish to remind students to bring highlighters or coloured pens to class for this activity.</li> </ul>	<ul style="list-style-type: none"> <li>Review grammatical concepts and vocabulary as a general course review.</li> <li>Ensure that they have access to their text book / dictionary and grammatical notes for the activity.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers read the Latin text to the students, asking students to listen carefully to the spoken words before undertaking the next part of the activity. Teachers may also read aloud the English translation which contains the errors.</li> <li>Teachers circulate among the pairs to monitor student interaction and to answer questions or deal with problems as they arise.</li> <li>Teachers encourage students to consult their notes and to work cooperatively to solve problems before asking for assistance from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the teacher as he or she reads aloud the Latin text and English translation.</li> <li>One partner can read the Latin text aloud, and then the other partner can read the English translation, listening for any clues about mistranslations.</li> <li>Analyze the English translations of the Latin story, looking for ten instances where a word or phrase is incorrectly translated.</li> <li>The partners must agree on all of the errors located and then generate the correct form of the translation.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers orally correct the translation with the class (perhaps using an overhead, blackboard, or other method of display).</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the oral discussion of the corrections of the translation, suggesting errors which have been made.</li> <li>Make any corrections necessary to their version of the English translation.</li> <li>Complete future translation activities, paying particular attention to elements of grammar and vocabulary to avoid the errors they have seen in this activity.</li> </ul>



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**Pair Work: Think, Pair, Share**

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**LATIN Level 2 LVL BU (Oral Analysis of a Story in Latin)**

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**Caesar est canis optimus!**

**This Latin story features the further adventures of Caesar whose owner, Julia, a kind slave girl, accompanies him to the forum...**

*olim ego et Caesar in foro ambulabamus. viros occupatos et multas feminas cum liberis vidimus. ubique, servi et populi qui e multis terris variis ad urbem pulchram nostram venerant, per vias ruebant. ubique, mercatores merces vendebant et feminae cum ancillis illas merces emebant. magna turba urbem complebat.*

*ego et parvus canis, Caesar nomine, eram in foro ut domino cibum et vinum emeremus. subito, clamores audivimus. venalicius ancillam pulchram in catenis ligatam in forum trahebat. ancilla lacrimabat et exclamabat; spectatores orabat ut eam adiuuaret. nemo ancillae tristi auxilium dedit. venalicius eam vituperabat et deridebat.*

*Caesar clamores ancillae et venalicii audivit et latravit. Caesar ad ancillam cucurrit et manum ancillae lambebat. ancilla quae non diutius lacrimabat caput canis mulcebat. Caesar erat contentus quod ancillam amabat. cum venalicius ancillam comprehenderet, Caesar latravit et tunicam venalicii momordit. venalicius canem vituperabat et eum pulsavit sed Caesar assidue vestimenta tenebat. tandem venalicius, qui facile ambulare non poterat, ancillam relinquit. ancilla e foro ruit. Caesar eam vidit et ancillam petivit. ancilla risit et parvum Caesarum mulcebat. tandem ego ancillam canemque inveni. exclamavi, "Caesar! veni huc!"*

*Caesar statim mihi parebat et quam celerrime ad me ruit. ancilla quoque ad me cucurrit. ancilla, timide circumspectans, susurravit, "hic parvus canis me servavit! est optimus canis! cani maximas gratias ago!" ancilla familiam non habebat; ancilla villam non habebat. ego ancillam domum invitavi. cum Caesare e foro discessimus et ad villam domini recte petivimus.*

*cum villam intraremus, Caesar atrium circumspectavit. tum per villam currebat, quod dominum quaerebat. tandem dominum, qui in horto sedebat, invenit. Caesar latravit et dominum ad atrium duxit. dominus attonitus inquit, "Iulia, quis est ancilla? ego te ad forum misi ut mihi cibum et vinum emereres! cur ancillam emisti?" ego respondi, "domine! ego ancillam non emi! Caesar ancillam tristem servavit quod venalicius scelestus eam vendere volebat! ancilla familiam villamque non habet." dominus noster, quod erat benignus, respondit, "ancilla! habita nobiscum! Caesar est optimus canis!"*

(The sections of the Latin text which have been translated incorrectly below are underlined. The underlining should be removed by the teacher before this sheet is used by the students.)

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**Pair Work: Think, Pair, Share**


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**LATIN Level 2 LVL BU (Oral Analysis of a Story in Latin)**


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*Caesar est canis optimus!*

**Read the Latin story and then compare it to this translation. There are ten errors in the translation. Locate these and correct them.**

Once, Caesar and I were walking in the forum. We saw busy men and many women with their children. Everywhere, slaves and people who had come to our beautiful city from many different lands were running through the streets. Everywhere, merchants selling their wares were making noise; women and their slave girls were buying their merchandise. A huge crowd was filling the street.

My little dog and I were in the forum where we were buying food and wine. Suddenly, we heard shouts. A slave dealer was dragging a pretty slave girl, bound in chains, into the forum. The slave girl was crying and shouting. She was begging the spectators to help her. A man named Nemo gave her help. The slave dealer was cursing and laughing at her. Caesar heard the shouts of the slave girl and the slave dealer and barked. Caesar ran to the slave girl and licked the slave girl's hand. The slave girl, who was crying harder now, was patting the dog's head. Caesar was content because he liked the slave girl.

The slave girl was understood by the slave dealer; Caesar barked and bit the tunic of the slave dealer. The slave dealer was cursing the dog and punched him, but Caesar was tearing the bottom of his clothes. Finally, the slave dealer, who could not walk easily, let go of the slave girl.

The slave girl ran into the forum. Caesar saw the slave girl and ran after her. The slave girl smiled and patted little Caesar. Finally, I found Caesar and the slave girl. I shouted, "Come here, Caesar!"

Caesar obeyed and rushed toward me. The slave girl also rushed toward me. The slave girl, looking around fearfully, whispered, "This little dog saved me! He is an excellent dog! Thank you very much, dog!"

The slave girl did not have a family. She did not have a home. Therefore, I invited her to our house. We left the forum with Caesar and fought our way to the house.

When we entered the house, Caesar looked around the atrium. Then he was running around the entire house because he was looking for our master. Finally, he found our master who was sitting in the garden. Caesar barked and led the master to the atrium. Our astonished master said, "Julia, who is this slave girl? You were sent to the forum to buy food and wine! Why did you buy a slave girl?"

I replied, "Master, I did not buy the slave girl! Caesar saved the sad slave girl because a wicked slave dealer wanted to sell her. The slave girl does not have a family or a home. "Our master, because he was kind, responded, "Slave girl, live with us! Caesar, you are a good dog!"

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## Getting Ready to Read: Finding Organizational Patterns

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One of the most significant skills students need in translating Latin is the ability to use a Latin dictionary efficiently and effectively. While the use of a dictionary may seem to be a skill that students should already possess, a Latin dictionary provides specific information in a very unique way, and so students benefit from understanding how different words are expressed in Latin dictionaries.

This activity can be adapted for any level of Latin study and any text book (since many text books include a small, specialized dictionary). It has been developed to teach students the most essential basic requirements of using a standard Latin dictionary.

### Purpose

- Familiarize students with the basic information contained in a Latin dictionary.
- Assist students in locating necessary word forms and stems.

### Payoff

Students will:

- understand the structure of entries within standard Latin dictionaries.
- be able to locate word forms and stems within dictionaries.
- accurately identify the word meaning which matches that in their translation.

### Tips and Resources

- Teachers will need to consider the type of dictionary provided by their text book and adjust the accompanying handout to correspond with the information most useful to their students.
- Teachers may wish to provide students with additional exercises to practice the skills of locating meaning within standard dictionaries.
- Teachers may wish to adjust the accompanying handout, *How to Use a Latin Dictionary*, to suit their specific needs.



**Getting Ready to Read: Finding Organizational Patterns**

**LATIN Level 3 LVL CU (How to Use a Latin Dictionary)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers preview the dictionary resources in their textbook and/or provide standard dictionaries for student use.</li> <li>Teachers create copies of the accompanying handout, <i>How to Use a Latin Dictionary</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the characteristics of English dictionaries with which they are already familiar.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers provide students with the accompanying handout, <i>How to Use a Latin Dictionary</i>.</li> <li>Teachers circulate among students to assist them in using the dictionary to locate the necessary information.</li> </ul>	<ul style="list-style-type: none"> <li>Working independently, complete the accompanying sheet, <i>How to Use a Latin Dictionary</i>.</li> <li>Compare their understanding of the structure of English dictionaries to the structure of Latin dictionaries.</li> <li>Apply their knowledge of grammatical concepts to the identification of information needed within the Latin dictionary.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers provide opportunities for students to practice the location of accurate information within either their text book dictionary or a standard Latin dictionary.</li> <li>Teachers reinforce the location of information within standard dictionaries during the correction of Latin translation activities.</li> </ul>	<ul style="list-style-type: none"> <li>Apply skills in using a Latin dictionary to translation and derivatives exercises.</li> </ul>

**Notes**

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**Getting Ready to Read: Finding Organizational Patterns**


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**LATIN Level 3 LVL CU (How to Use a Latin Dictionary)**

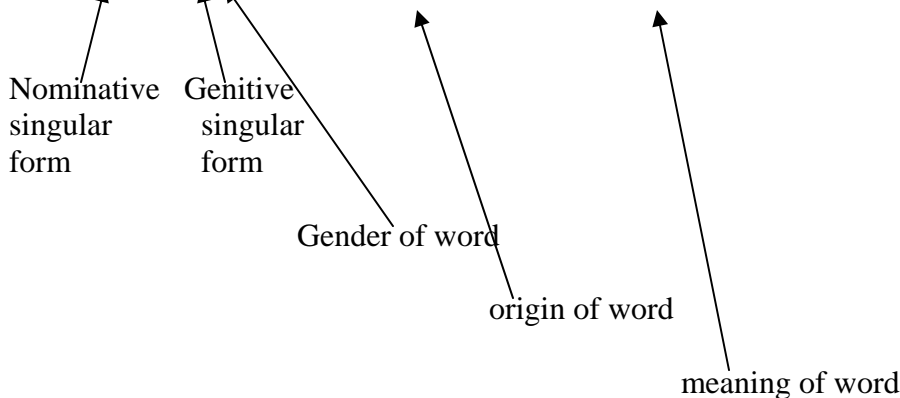

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*How to Use a Latin Dictionary:*

- ☞ First, remember that Latin is an *inflected* language, so the endings of words you are looking for will be different from the forms in the dictionary. You need to look for the closest form of the word.
- ☞ Ask yourself if the ending suggests that the word is a noun or a verb – this can help you narrow down your search. (You know your endings now, so this should be easier.)

**Nouns:**

- ☞ Nouns are listed in a very specific way:
  - e.g., *copia -ae, f.* (*coopia*, from *cum / ops*) abundance or plenty.


**Finding the Noun STEM:**

By removing the ending from the Genitive, you get the stem (*if there is a stem change, it shows up for the Genitive and all other cases – the Nominative stays in whatever form the dictionary gives*). In this case, the stem is *copi*.

**By looking at the Nominative and Genitive forms of the word, you can easily see which declension the word fits into. This lets you identify what other endings are possible and whether the ending you have would work with this word. If the ending you have does not fit, you know you have the wrong word – keep looking!**

- e.g., *copia -ae, f.*

Nominative singular form      Genitive singular form

In this case, because the Nominative singular form of the word ends in “a” and the Genitive singular form of the word ends in “ae”, we know that this is a First Declension noun. Therefore, all the endings this word can take will be First Declension. If the word you have in your translation ends in “ibus”, for example, you will know that this is not the correct word, since *copia* cannot end in “ibus”.



**Getting Ready to Read: Finding Organizational Patterns**

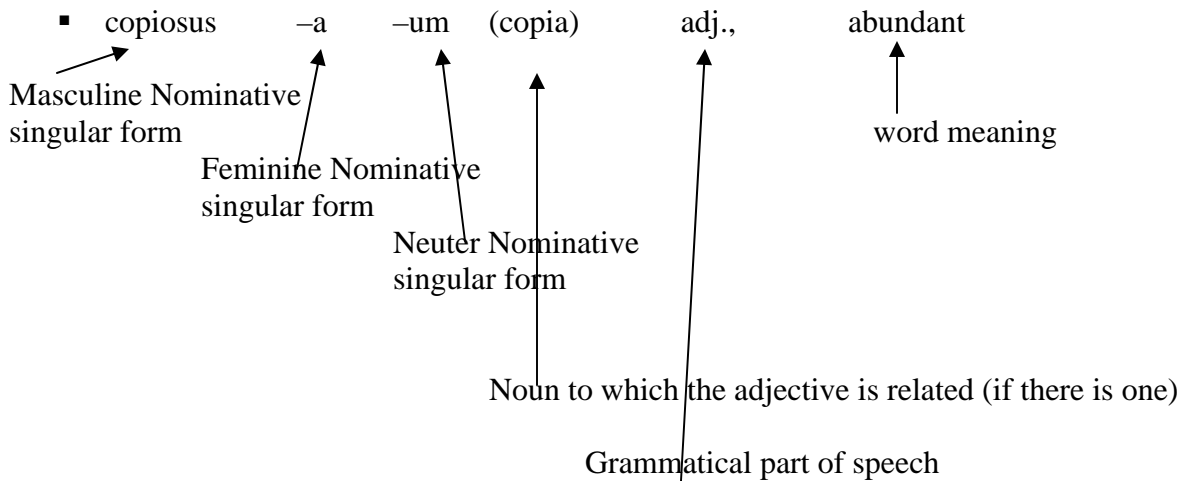
**LATIN Level 3 LVL CU (How to Use a Latin Dictionary)**

*How To Use a Latin Dictionary, continued*

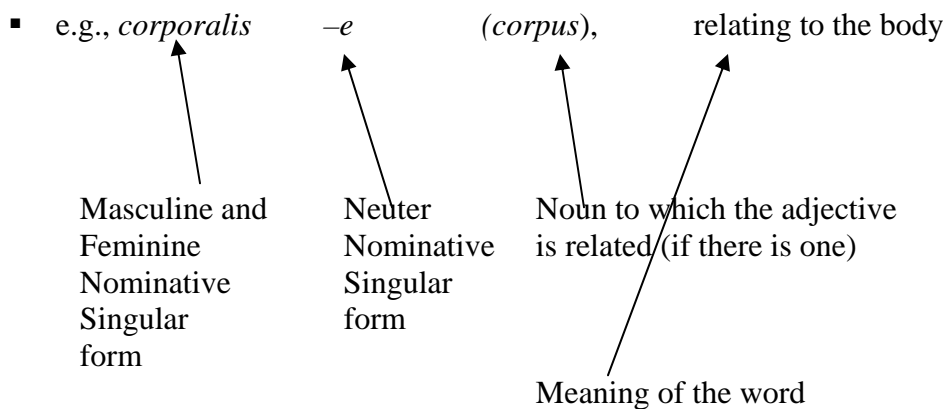
**Adjectives:**

☞ Adjectives are also listed in a very specific way:

- e.g., **1<sup>st</sup> and 2<sup>nd</sup> declension adjectives** (remember that *adjectives are, in their positive form, either 1<sup>st</sup> and 2<sup>nd</sup> declension, OR 3<sup>rd</sup> declension, NOT BOTH*):



- e.g., **3<sup>rd</sup> declension adjectives** (remember that in the 3<sup>rd</sup> declension, Masculine words and Feminine words take exactly the same endings)



By removing the ending, you can see what the stem is (in this case, *corporal*).

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**Getting Ready to Read: Finding Organizational Patterns**


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**LATIN Level 3 LVL CU (How to Use a Latin Dictionary)**


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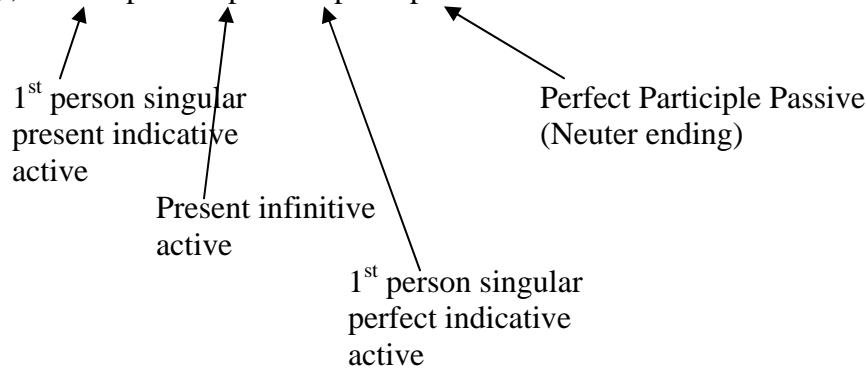
*How To Use a Latin Dictionary, continued*
**Adverbs:**

- ☞ Frequently, adverbs end in *e* (although there are some variations). Usually, the dictionary will list the adverb, and then direct you to the citation for the verb it is related to.
- e.g., *corrupte*, adv. from *corrumpo*; q.v.
  - (So then you look at the reference for *corrumpo* and find that *corrupte* is listed as the adverbial form meaning “corruptly, incorrectly”)

**Verbs:**

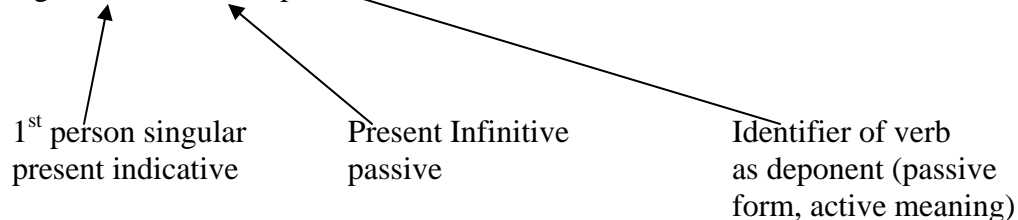
- ☞ Remember that verbs will either be **active** or **passive, indicative** (regular) or **deponent**.

- ☞ e.g., *corrumpo -rumpere -rupi -ruptum*



\*\* The dictionary may not give all 4 forms of the verb – it will likely only do this if there is an important stem change you need to be aware of (e.g., the stem for the perfect form of this word is *corrup* not *corrump*.)

e.g., *crimino -ari dep.*



\*\* Remember to just watch your endings carefully. You know your endings and grammar – look for the most reasonable possibility for the word and remember that not only do the endings change, but sometimes the stem changes as well. Everything you need is here in your dictionary!




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**Getting Ready to Read: Finding Organizational Patterns**

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**LATIN Level 3 LVL CU (How to Use a Latin Dictionary)**

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*Student Exercise Sheet – How to Use a Latin Dictionary  
(Use the outline above in answering these questions.)*

#1. Locate the word, *tardus* in the dictionary – on which page is this word defined? \_\_\_\_\_

#2. Write the dictionary form and the first definition of the word in the space below: \_\_\_\_\_

\_\_\_\_\_

#3. What grammatical part of speech is the word, *tardus*? How do you know? \_\_\_\_\_

\_\_\_\_\_

#4. Locate the word, *venio* in the dictionary – on which page is this word defined? \_\_\_\_\_

#5. Which grammatical part of speech is the word, *venio*? How do you know? \_\_\_\_\_

\_\_\_\_\_

#6. Write the dictionary form and the first definition of the word, *venio* in the space below: \_\_\_\_\_

\_\_\_\_\_

#7. What is the 4<sup>th</sup> principal part of the word, *venio*? \_\_\_\_\_

#8. Locate the word, *lectus* in the dictionary – on which page is this word defined? \_\_\_\_\_

#9. Which grammatical part of speech is the word, *lectus*? How do you know this? \_\_\_\_\_

\_\_\_\_\_

#10. Write the dictionary form and the first definition of the word, *lectus* in the space below: \_\_\_\_\_

\_\_\_\_\_

#11. Which gender is the word, *lectus*? How do you know this? \_\_\_\_\_

\_\_\_\_\_

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**Engaging in Reading: Reading Between the Lines**

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**LATIN Level 3 LVL CU ( Inferring Understanding from Latin poetry )**

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Latin poetry contains deeper meanings than students may first realize upon translation. As they progress in Latin courses, they need to “read between the lines” to make connections and build the critical thinking skills to see the more subtle content that ancient authors intended.

**Purpose**

- Understand literary devices common to literature in all languages (such as allusion, metaphor and simile).
- Connect a poem to cultural and historical material already studied.
- Provide students with opportunities to translate and process the writings of real Latin authors and to understand the context and expressions unique to them.

**Payoff**

Students will:

- apply skills in analyzing literary devices to literature in Latin (and in other languages).
- become more familiar with the terminology used in analyzing literature.
- become aware of the varied expressions, influences, and content which Latin authors have brought to their work and how their writings are a record not just of thought but of history and social life.
- become aware of the impact of context and social surroundings on an author as he or she writes.

**Tips and Resources**

- Teachers will need to model the skills involved in analyzing literary devices common to Latin literature.
- They may also wish to prepare a handout for students outlining the devices and offering examples from Latin.
- Students can also use web and book research to locate explanations and information about mythological, historical, and other allusions contained in ancient poetry and other writing.

**Further Support**

- A variety of web sites offer explanations and examples of literary devices used in Latin writing (e.g. Scaife, Ross and J. Francis. (December 22, 2004) *A Glossary of Rhetorical Terms with Examples*. July 13, 2005. <http://www.uky.edu/ArtsSciences/Classics/rhetoric.html>)
- Another helpful resource is:  
Lafleur, Richard ed. *Latin Poetry for the Beginning Student*. White Plains, New York: Longman Inc. 1987.

**Engaging in Reading: Reading Between the Lines**

**LATIN Level 3 LVL CU ( Inferring Understanding from Latin poetry )**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers ensure that students have a basic translation of the text to be considered in this activity.</li> <li>Teachers clarify any grammatical points and connections between words in the Latin.</li> <li>Teachers provide information (through a handout or lecture) about literary devices common to Latin and to the poetry being studied.</li> <li>Teachers may wish to use examples of the literary devices in English literature to help clarify their definitions.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a basic translation of the Latin poem to be studied.</li> <li>Look up in the dictionary any unfamiliar vocabulary.</li> <li>Be asked to locate information about references to unfamiliar topics or names.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers use guided questions to help students work through the poem and clarify the references / literary devices.</li> <li>Teachers correct the translation of the poem orally with the class, encouraging students to contribute their versions of the translation.</li> <li>Teachers use guided questions to help students offer suggestions about what the poem reveals about ancient Roman society and history.</li> <li>Teachers may wish to use a chart to represent graphically the literary devices used in a poem, to make comparisons between poems or between authors, or to keep track of the characters being discussed and addressed within the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in class discussions to consider the deeper meanings within the poetry.</li> <li>Try to find examples of the literary devices within the poetry being studied.</li> <li>Examine the poetry and consider the tone and intent of the poem, the author's intended meaning and audience, and how such ideas would be expressed in modern times.</li> <li>Read the poem aloud (either in Latin or English) and consider how the author's choice of language and expression supported the ideas and intention of the poem.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers provide opportunities for students to apply these skills to other poems, using the chart as directed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Apply these skills to critically analyze other Latin poems (and extending the skills to poetry studied in other courses and languages).</li> </ul>

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**Engaging in Reading: Reading Between the Lines**


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**LATIN Level 3 LVL CU ( Inferring Understanding from Latin poetry )**


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**Rhetorical Literary Devices**

**Alliteration:** *this is the repetition of first letter of a series of words.*  
e.g., *miratur molem Aeneas magalia quondam*

**Apostrophe:** *this is a form of expression directly addressing a person.*  
e.g., *lugete, O Veneres Cupidinesque!*

**Chiasmus:** *this is a balanced arrangement of words or phrases in the shape of a Greek “chi”*  
e.g., *spem vulta simulat, premit altum corde dolorem*

**Ellipsis:** *this is a form of expression in which words are omitted for effect.*  
e.g., *dixit me inventum*

**Hendiadys:** *this is a form of expression in which two nouns express an adjective-noun phrase or idea.*  
e.g., *silvas salusque Dictaeos*

**Hyperbole:** *this device expresses exaggeration for strong effect.*  
*plenus sacculus est araneorum*

**Metaphor:** *this device makes a comparison without using comparative words such as “like” or “as”.*  
e.g., *Clodia est flamma amoris*

**Onomatopoeia:** *with this literary device, the word sounds like what it means.*  
e.g., *ululavit, mugavit, susurravit*

**Oxymoron :** *this device uses an obvious contradiction.*  
e.g., *odi et amo*

**Personification:** *this device gives human characteristics to a non-human thing.*  
e.g., *multam nequiquam alloquerer cinerem*

**Simile:** *this device makes a direct comparison using words such as “sic” or “sicut” or “velut” (like or as).*  
e.g., *velut ingentem formicae farris acervum reponunt*

**Zeugma:** *this device uses one word in two different senses in the same sentence or phrase.*  
e.g., *Aeneas tulit dolorem et patrem Troia*

Scaife, Ross and J. Francis. (December 22, 2004) *A Glossary of Rhetorical Terms with Examples.* July 13, 2005.  
<http://www.uky.edu/ArtsSciences/Classics/rhetoric.html>



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## Developing and Organizing Ideas: **Supporting the Main Idea**

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### LATIN Level 3 LVL CU (Analyzing Latin Text for Meaning )

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Students can demonstrate their knowledge of the content of a Latin passage by identifying the main ideas of a text they are reading and providing details to support their decision. This is particularly useful when the students are asked to write summaries of stories or summaries of the Roman Life material written in English and contained within a text book.

#### **Purpose**

- Distinguish the main ideas of Latin passages and discern important details.
- Improve students' writing of coherent and well-structured paragraphs.

#### **Payoff**

Students will:

- write more efficiently, accurately, and with greater sophistication.
- demonstrate an understanding of the Latin passage without translating it directly.
- improve their critical thinking skills in analyzing a text for meaning and deciding key ideas.

#### **Tips and Resources**

- Teachers should choose a passage (or series of passages) which contains many details. This passage can be either poetry or prose.
- Teachers may also wish to provide a photocopy of the passage(s) to students so that they can highlight directly on the material as they make notes.
- Because this is a skill which requires practice, teachers should arrange to provide further opportunities to refine and practice this skill over time.
- It is suggested that teachers begin with group work (small groups) before asking students to complete this activity individually.
- If the main topic of the passage is not immediately identifiable, teachers may have to provide references to the main idea. It may be helpful to model this by providing the main idea and a series of points about the passage, so students can select from these before writing their paragraphs.
- Teachers should be careful not to assign too much time to this activity.

#### **Further Support**

- Often, text books are accompanied by teachers' manuals that offer additional readings that can be used for this activity.



**Developing and Organizing Ideas: Supporting the Main Idea**

**LATIN Level 3 LVL CU (Analyzing Latin Text for Meaning )**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers should choose the groups in which students will work.</li> <li>Teachers should choose passages currently being studied (these can be sight passages or those previously read and translated).</li> <li>Teachers should also prepare a worksheet if necessary to focus students' attention and should be prepared to model the task to assist students in understanding their roles.</li> </ul>	<ul style="list-style-type: none"> <li>Carefully follow the instructions as provided by the teacher.</li> <li>Students may be asked to bring appropriate materials such as highlighters to class for this activity.</li> <li>Review the elements of small group etiquette to guide their contributions to the activity.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers should circulate among the students to deal with questions and help students maintain focus on task.</li> <li>Teachers should provide extra questions to help students focus and make decisions about important ideas.</li> <li>Teachers should monitor groups to ensure that students equally share the efforts of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read the Latin story provided by their teacher, skimming and scanning for appropriate details.</li> <li>Complete the worksheet provided, or highlight details in the story if provided with a photocopy by the teacher.</li> <li>Share their information with their group members, ensuring that all members have an active role in the activity.</li> <li>Write a paragraph incorporating the information from the Latin story and expressing it in complete sentences.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers correct the list of details with the students, creating a graphic representation on the overhead or board.</li> <li>Teachers provide further opportunities for students to process new passages on their own.</li> <li>Alternatively, the teacher could have students contribute the points they noticed about the passage(s) to create a list of ideas which students then write into a paragraph as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the class discussion, offering their suggestions about the passage(s) read.</li> <li>Share their paragraphs with the class as a whole, discussing the effectiveness of the groups' analysis of the passage.</li> <li>Synthesize the information from the full class discussions and add this information to their notes.</li> </ul>



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## Developing and Organizing Ideas: Supporting the Main Idea

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### LATIN Level 3 LVL CU (Analyzing Latin Text for Meaning )

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#### Sample Worksheet:

Analyze the passages below and using a highlighter, highlight important facts and details which support the idea, "Caesar is a hero"...

ego et Caesar in via ambulabamus. Caesar erat canis. subito, Caesar leonem spectavit! "eheu!" clamavi. "leo est in via. mihi non placet! Caesar leonem agitat! Caesar est parvus, sed leo est magnus!" Caesar latrabat et huc illuc currebat. leo timebat in villa cucurrit.

senex in villa habitabat. in horto recumbebat et dormiebat. leo sub lecto se celavit et Caesar eum petivit. canis in lectum saluit et ululavit. leo fremuit. senex erat veterrimus et fessus et surdus. servi, postquam clamorem audiverunt, in hortum ruerunt. servi vocem leonis audiverunt, sed solum canem viderunt. servi non rem intellexerunt.

"babae! quid accidit? ubi est leo? solum parvum canem video. non intellego!" inquit unus servus. servus parvo cani appropinquavit. canis manum servi lambebat, et leo pedem servi lambebat. servus erat attonitus. circumspectavit, et sub lecto inspexit. postquam servus leonem vidit, leo iterum servum lambit. servus clamavit et ad tablinum fugit.

Caesar leonem spectavit et iterum latravit. leo per villam currebat et Caesar eum agitabat. servi et coquus et ancillae perterriti erant. ingentes clamores fecerunt et in viam fugerunt. interea, senex dormiebat.

ego villam intravi et canem quaerebam. senem dormientem inveni. eum excitavi et eum rogavi, "vidistine canem meum? est parvus sed ferox!"

senex mihi respondit, "quid! quis es? cur in villa mea es? ego nihil audivi! abi, caudex! necesse est mihi dormire!"

Caesar, postquam leonem ad amphitheatrum agitavit, ad villam revenit. servi et coquus et ancillae eum laudaverunt et cibum obtulerunt. Caesar erat laetissimus! Caesarem inveni! eram laetissima!

postridie ego et Caesar in via, quae erat in media urbe, stabamus. feminas et servos, qui cibum et vinum emebant, spectabamus. subito, ingens fur in via apparuit et senem petivit. eum vehementer pulsavit quod senex multam pecuniam portabat. senex ferociter exclamavit, et frustra cum fure pugnavit.

ego senem cognovit. villam, in qua heri Caesar leonem petiverat, possidebat. senex erat vetus et surdus. ego senem adiuvere volui. ego Caesarem vocavi et ei imperavi ut furem oppugnaret. Caesar ferociter latravit et furem oppugnavit. bracchium furis mordebat. fur erat attonitus sed senem non relinquit. senex perterritus exclamavit et humi exanimatus procubuit.

fur ad parvum canem se vertit. canis bracchium furis iterum momordit. fur cum dolore exclamabat. Caesar et fur magnum clamorem faciebat.

turba civium qui clamorem audiverant in via convenit. parvum canem, furem tenentem, spectavit. turba canem incitabat et furem vituperabat. tandem fur e via effugit. omnes erant laetissimi et Caesarem laudaverunt. Caesari cibum obtulerunt et caput canis mulcebant. Caesar erat contentus. ego et Caesar domum redimus. ego cani praemium dedi quod canis erat optimus et senem servaverat!

post multos dies ego et Caesar in foro ambulabamus. viros occupatos et multas feminas cum liberis vidimus. ubique, servi et populi qui e multis terris variis ad urbem pulchram nostram venerant, per vias ruebant. ubique, mercatores merces vendebant et feminae cum ancillis illas merces emebant. magna turba urbem complebat.

ego et parvus canis, Caesar nomine, eramus in foro ut domino cibum et vinum emeremus. subito, clamores audivimus. venalicius ancillam pulchram in catenis ligatam in forum trahebat. ancilla lacrimabat et exclamabat; spectatores orabat ut eam adiuveret. nemo ancillae tristi auxilium dedit. venalicius eam vituperabat et deridebat.

Caesar clamores ancillae et venalicii audivit et latravit. Caesar ad ancillam cucurrit et manum ancillae lambebat. ancilla quae non diutius lacrimabat caput canis mulcebat. Caesar erat contentus quod ancillam amabat.

cum venalicius ancillam comprehenderet, Caesar latravit et tunicam venalicii momordit. venalicius canem vituperabat et eum pulsavit sed Caesar assidue vestimenta tenebat. tandem venalicius, qui facile ambulare non poterat, ancillam relinquit.

ancilla e foro ruit. Caesar eam vidit et ancillam petivit. ancilla risit et parvum Caesarum mulcebat.

tandem ego ancillam canemque inveni. exclamavi, "Caesar! veni huc!"

Caesar statim mihi parebat et quam celerrime ad me ruit. ancilla quoque ad me cucurrit. ancilla, timide circumspectans, susurravit, "hic parvus canis me servavit! est optimus canis! cani maximas gratias ago!"

ancilla familiam non habebat; ancilla villam non habebat. ego ancillam domum invitavi. cum Caesare e foro discessimus et ad villam domini recte petivimus.

cum villam intraremus, Caesar atrium circumspectavit. tum per villam currebat, quod dominum quaerebat. tandem dominum, qui in horto sedebat, inveni. Caesar latravit et dominum ad atrium duxit. dominus attonitus inquit, "Iulia, quis est ancilla? ego te ad forum misi ut mihi cibum et vinum emereres! cur ancillam emisti?"

ego respondi, "domine! ego ancillam non emi! Caesar ancillam tristem servavit quod venalicius scelestus eam vendere volebat! ancilla familiam villamque non habet." dominus noster, quod erat benignus, respondit, "ancilla! habita nobiscum! Caesar est optimus canis!"



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**Pair Work: Take Five**

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**LATIN Level 3 LVL CU (Oral Sharing and Review of Grammatical Concepts )**

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This activity is designed to measure student comprehension of grammatical topics in Latin. In five minutes, students will present orally to the class their understanding of a grammatical concept.

**Purpose**

- Consolidate and reinforce students' understanding of grammatical concepts.

**Payoff**

Students will:

- reinforce their knowledge of Latin grammar.
- develop their oral communication skills.
- share responsibility for their learning and that of their peers.

**Tips and Resources**

- Teachers should use this activity at the beginning of a class, or as a test or exam review, to reinforce understanding of grammatical concepts in Latin.
- Teachers should assign students to groups for this activity, exercising their judgment in creating the group structure. Teachers should also be aware that it is sometimes helpful to combine into groups students who are experiencing challenges with grammatical concepts along with those whose understanding is strong.
- This activity is particularly useful for students with special needs and those who are ESL and who would benefit from small group instruction.

**Further Support**

- Teachers may wish to consult the teachers' guides and other textual supports for their text book in locating materials for grammatical instruction.
- The web site for the Ontario Classical Association lists a variety of web resources which may be useful for teachers in preparing this activity.

**Pair Work: Take Five**

**LATIN Level 3 LVL CU (Oral Sharing and Review of Grammatical Concepts )**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers choose the concept(s) already taught and review them with the students if necessary. (Teachers may wish to focus on just one concept, or to review several already-taught concepts.)</li> <li>Teachers form the student pairs, and decide if this activity is to be done at the beginning of class or at another time during the class.</li> <li>Teachers instruct students that each member of the pair must be able to explain the concept accurately and concisely and that anyone may be selected to present the information to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the grammatical concept(s) in their notes and focus on the teacher's quick review.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate to ensure students are on task, respond to questions, and monitor the passage of time (5 minutes).</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs to review the concept(s).</li> <li>Student A presents the concept to Student B, who follows along in his or her notes to ensure the accuracy of the explanation.</li> <li>Switch roles so that each presents the information on the concept(s).</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers ask a student at random to review the concept with the class, using the blackboard, an overhead, or a worksheet as appropriate.</li> <li>If there is time, additional students may be selected, or additional concepts may be included for the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Follow along in their notes as the selected student presents an overview of the concept(s).</li> <li>Be prepared to present grammatical information to the class.</li> <li>Students apply their grammatical understanding to future translation and writing activities.</li> </ul>

Notes

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**Small Group Discussion: Determining Key Ideas**

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**LATIN Level 3 LVL CU (Determining the Key Ideas in a Latin Poem)**

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This is a brief activity which allows students to apply their analytical skills to a Latin poem, identifying key ideas expressed by the author.

**Purpose**

- Analyze Latin writing orally in group discussions by determining the key ideas of Latin poetry.

**Payoff**

Students will:

- develop critical analytical skills and creative thinking.
- develop confidence in expressing opinions in group situations.
- quickly and concisely grasp key ideas of Latin poetry.

**Tips and Resources**

- This activity can be done as a review after the basic translation of a poem.
- It could also be useful as a pre-translation activity, skimming a poem for basic meaning before the more detailed translation of it.
- Students could work individually or in groups to complete this activity, as determined by the teacher.
- Teachers will need to select a poem(s) as appropriate.
- Teachers may wish to ask students to bring highlighters and “stick-on notes” to use in this activity.
- Teachers may also wish to have students use a worksheet, such as the example provided below.

**Small Group Discussion: Determining Key Ideas**

**LATIN Level 3 LVL CU (Determining the Key Ideas in a Latin Poem)**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select Latin poems either as a quick review or for pre-reading (depending on their choice of approach and timing).</li> <li>If desired, teachers photocopy the poem(s) for students to write on / highlight, and to use a worksheet such as the one below.</li> <li>Teachers divide students into pairs or groups as appropriate. Each person within a group or pair should have the same poem (although this activity can be done with one poem for the whole class or a different poem for each group/pair).</li> </ul>	<ul style="list-style-type: none"> <li>Bring highlighters and “stick-on notes” to class for this activity.</li> <li>Look over the Latin poem(s) and decide what type of poem they think it is, judging by the vocabulary they see as they quickly skim.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate during the activity to ensure that students remain focused and to answer questions as they arise.</li> <li>Teachers may use guided questions to assist students if they are having difficulty.</li> <li>Teachers may select students or small groups at random to present ideas to the class.</li> <li>Teachers model note-taking skills by creating a class note on the board, overhead, or other display medium.</li> </ul>	<ul style="list-style-type: none"> <li>Take note of the main points in the poem in Latin, using highlighters and “stick-on notes” and writing ideas on the worksheet as instructed by the teacher.</li> <li>Be ready to justify their choices of main points during the class discussions.</li> <li>Take part in pair or small group discussions of the Latin poem, explaining and supporting their choice of main points.</li> <li>If each group has its own Latin poem, the groups present to the class as a whole, explaining their choices of main points (or they complete this as a jigsaw activity). If all groups have the same poem, students may be asked at random to present their ideas to the class in a general discussion.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>If this is a pre-reading activity, teachers assign the Latin poem to students for in-depth translation.</li> <li>Teachers provide additional opportunities for students to process Latin poetry independently.</li> </ul>	<ul style="list-style-type: none"> <li>Complete an in-depth translation of the Latin poem as directed by their teacher.</li> <li>Practice the skills of analyzing Latin poetry for meaning and content by applying them to additional examples of poetry.</li> </ul>



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**Small Group Discussion: **Determining Key Ideas****

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**LATIN Level 3 LVL CU (Determining the Key Ideas in a Latin Poem)**

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**Sample Worksheet for Poetry Analysis:**

Using this worksheet, identify the key ideas in the Latin poem you have been provided. For each key idea you identify, provide at least one reason supporting why it is central within the poem.

Idea or Event Within the Poem	Explanation / Support for Why It is Central Within the Poem



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**Reading Different Text Forms: Reading Literary Texts**

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**CLASSICAL CIVILIZATION LVV4U (Gaining Meaning from Ancient Literature)**

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The skills involved in analyzing literary texts (translated into English) in a Classical Civilization Course can be applied by students to materials studied in many other courses. Ancient literary texts include such things as poems, stories, letters, biographies, and histories.

**Purpose**

- Allow students to gain a deeper understanding of ancient literature and its contexts by analyzing the work and drawing conclusions based on the analysis.
- Provide opportunities for students to learn strategies for approaching literary texts critically, as well as independently extracting meaning from poems.

**Payoff**

Students will:

- read ancient literature in English for content.
- learn to analyze literature for such issues as bias / propaganda, exaggeration, accuracy, completeness of detail, etc.
- consider the importance of corroborating evidence in assessing the validity of the writings of ancient authors.
- gain greater understanding of elements of the Classical world (e.g., social structure, gender issues, mythological expression and importance, political structure and influences) through the words of ancient writers themselves.
- apply skills in literary analysis to other subjects.

**Tips and Resources**

- One of the challenges for the teacher of Classical Civilization is that there is such an incredible variety of works of literature from the Greek and Roman world from which he or she must choose only a very small sample.
- Teachers may wish to create a graphic organizer to assist students in analyzing the texts selected.
- See *Think Literacy: Cross-Curricular Approaches, Grades 7 – 12* p. #90 for tips in reading literary texts which teachers may wish to share with their students.
- See also the sample graphic organizer provided.

**Reading Different Text Forms: Reading Literary Texts**

**CLASSICAL CIVILIZATION LVV4U (Gaining Meaning from Ancient Literature)**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select an ancient author and passage appropriate to the course.</li> <li>Teachers may wish to assign topics for web- or book-based research before the text is read so that students have some recent prior knowledge upon which to build in this activity.</li> <li>Teachers draw upon students' prior knowledge of the topic or author to generate discussion before reading the selection of ancient literature.</li> </ul>	<ul style="list-style-type: none"> <li>Complete brief web- or book-based research related to an author or topic.</li> <li>Contribute to class discussion reflecting the knowledge gained through this research.</li> <li>Make predictions about the characteristics of the literature to be studied in this activity based on the knowledge gained from this brief research. (For example, "I learned that Virgil was a friend of Augustus. I think that the passage we read will probably show this friendship in some way.")</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers read aloud (or take student volunteers) the passage from the ancient literary text.</li> <li>Teachers model analysis of the text by asking guiding questions to focus student attention on the types of relevant information that can be gained through analysis.</li> <li>Teachers encourage students to make inferences and connections to previously-studied texts using guiding questions.</li> <li>Teachers model the creation of a graphic organizer to help process the information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to class discussion.</li> <li>Complete a graphic organizer, reflecting the information selected from the text.</li> <li>Demonstrate an understanding of connections to previously-studied texts by responding to guiding questions from the teacher.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers provide additional opportunities for students to read independently selections from texts from the ancient Greek and Roman world (translated into English) and to extract meaning from them on their own.</li> </ul>	<ul style="list-style-type: none"> <li>Use the graphic organizer as a basis for a summary paragraph, or to organize notes for a test or research project.</li> <li>Use these skills in extracting meaning from passages of literature from the ancient Greek or Roman world (translated into English).</li> <li>Apply these skills to the analysis of literary selections provided in other classes.</li> </ul>



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**Reading Different Text Forms: **Reading Literary Texts****

**CLASSICAL CIVILIZATION LVV4U (Gaining Meaning from Ancient Literature)**

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Sample Graphic Organizer :



<b><i>What does the author say?</i></b>	<b><i>What proof does the writer offer for the statements?</i></b>	<b><i>How could the writer know this?</i></b>	<b><i>Does any other evidence (e.g., archaeological evidence, other ancient authors, etc.) support this?</i></b>
<p><i>e.g., Tacitus writes that Agrippina asks, “Who are my assassins?” Then, he describes in detail how Agrippina was killed.</i></p>	<p><i>None, really. Tacitus reports what happened as if he has direct knowledge of what she says word for word, but offers no evidence to prove this.</i></p>	<p><i>Tacitus could only know this if the assassins had reported the conversation to Nero or to others who recorded it.</i></p>	<p><i>Not really – there were no witnesses; there is no written record of the event from that exact time; no archaeological forensic evidence has been found.</i></p>
<p><b><i>What conclusions can you draw about the accuracy of the information from this literary source?</i></b></p>			

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## Developing and Organizing Ideas: **Supporting the Main Idea**

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### CLASSICAL CIVILIZATION LVV4U (Test and Exam Preparation and Writing)

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In a Classical Civilization course, students are frequently required to select questions of a variety of types and to write coherent and detail-filled answers which demonstrate their comprehension of elements of the ancient world. This activity asks students to practice the skill of answering questions by selecting the most important ideas, supporting them with details studied throughout the course. These skills are essential for students to master, particularly in advance of continuing their education at the post-secondary level.

#### **Purpose**

- Assist students in expressing their understanding of elements of the Classical world by distinguishing between types of test and exam questions and the skills / approaches required to answer them effectively.
- Assist students in supporting their answers using specific details from the material studied in class and to recall supporting details from memory.

#### **Payoff**

Students will:

- gain experience in answering a variety of types of questions.
- learn to select central ideas and choose supporting details.
- enhance their studying skills.
- reinforce their test and exam writing skills for Classical Civilization and for other courses.
- write coherent, effective answers within a specified period of time.
- enhance their skills in preparing independently for tests and exams.
- improve their self-confidence in test and exam writing through thorough and focused preparation.

#### **Tips and Resources**

- Teachers should choose topics already studied in class that they are about to test or examine. (These topics should be significant to the course and reflect the specific and overall expectations required.)
- The material should contain details which lend themselves easily to both long and short answer questions and a variety of approaches.
- Teachers should provide a sample organizer and review sheet, communicating to students the topics to be studied and the strategies to review.
- Teachers may wish to use this activity as a practice for tests and exams, giving students a set period of time in which to complete the tasks.

#### **Further Support**

- Teachers may wish to consult the Guidance department at their schools for assistance and strategies useful for students who experience test anxiety or who need particular assistance with these skills.



**Developing and Organizing Ideas: Supporting the Main Idea**

**CLASSICAL CIVILIZATION LVV4U (Test and Exam Preparation and Writing)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers create comprehensive questions, including long and short answer questions, on a topic studied in Classical Civilization (for a test) or a variety of topics (for an exam).</li> <li>Teachers determine how much time is needed for this activity (depending on the scope required).</li> <li>Teachers model the process of extracting significant ideas from class notes.</li> </ul>	<ul style="list-style-type: none"> <li>Review their notes on the specific topic(s), using highlighters, “stick-on notes” etc. to indicate significant information.</li> <li>Review group work etiquette to guide their participation in this activity if directed by the teacher.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate as students work to complete the questions either individually or in groups.</li> <li>Teachers encourage students to answer the questions without the use of their notes if possible (only using notes as a last resort).</li> <li>Teachers indicate a specific length of time for students to brainstorm ideas related to the questions, and another amount of time for them to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>Work individually or in groups to process their notes and answer sample questions.</li> <li>Use graphic organizers and brainstorming to generate and arrange ideas needed to answer the questions.</li> <li>Work in pairs or small groups to discuss answers and identify any missing ideas.</li> <li>Complete this activity by combining their answers to individual questions.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers correct the questions using student input from a general class discussion.</li> <li>Alternatively, if the teacher assigns one question to two or more groups, each group can provide their answers, noting any differences between the answers.</li> </ul>	<ul style="list-style-type: none"> <li>Present their sample question responses to the class as a whole.</li> <li>Contribute to the class discussion of the responses to the sample questions.</li> <li>Apply the skills practiced in this activity to other test / exam situations in Classical Civilization and other courses.</li> </ul>



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**Developing and Organizing Ideas: Supporting the Main Idea**

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**CLASSICAL CIVILIZATION LVV4U (Test and Exam Preparation and Writing)**

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*Suggestions for Writing Tests / Exams in Classical Civilization*

- ★ *Prepare thoroughly – focus on the test outline. You should focus particularly on the major topics on which we spent considerable time.*
- ★ *Focus on the **key events** and **characters** in your notes as well as how they relate to the topics.*
- ★ *Use graphic organizers, charts, and jot study notes to help you review. Also, it is recommended that you read your notes aloud. This helps you review the information aurally, orally, and visually while reading them.*
- ★ *It is a good idea to review over a period of time (not just the night before) – this helps information settle into longer term memory, and assists with recall.*
- ★ *Read the test over at the beginning of the writing period.*
- ★ *Highlight the instructions and make sure to follow them completely.*
- ★ *Answer the questions about which you feel most confident and about which you know the most.*
- ★ *Read the question carefully and thoroughly.*
- ★ *Answer the question as asked. Answer all parts of the question. Answer the question completely.*
- ★ ***WATCH YOUR TIME:** it is always very distressing when a student runs out of time. A suggested time limit is provided throughout the exam / test – make sure you watch the time and do not run out before you are finished.*
- ★ *Try to check over the exam / test before handing it in. Check to see that you have answered all necessary questions, and answered all parts of them.*
- ★ *Seek extra help if you feel you need it.*

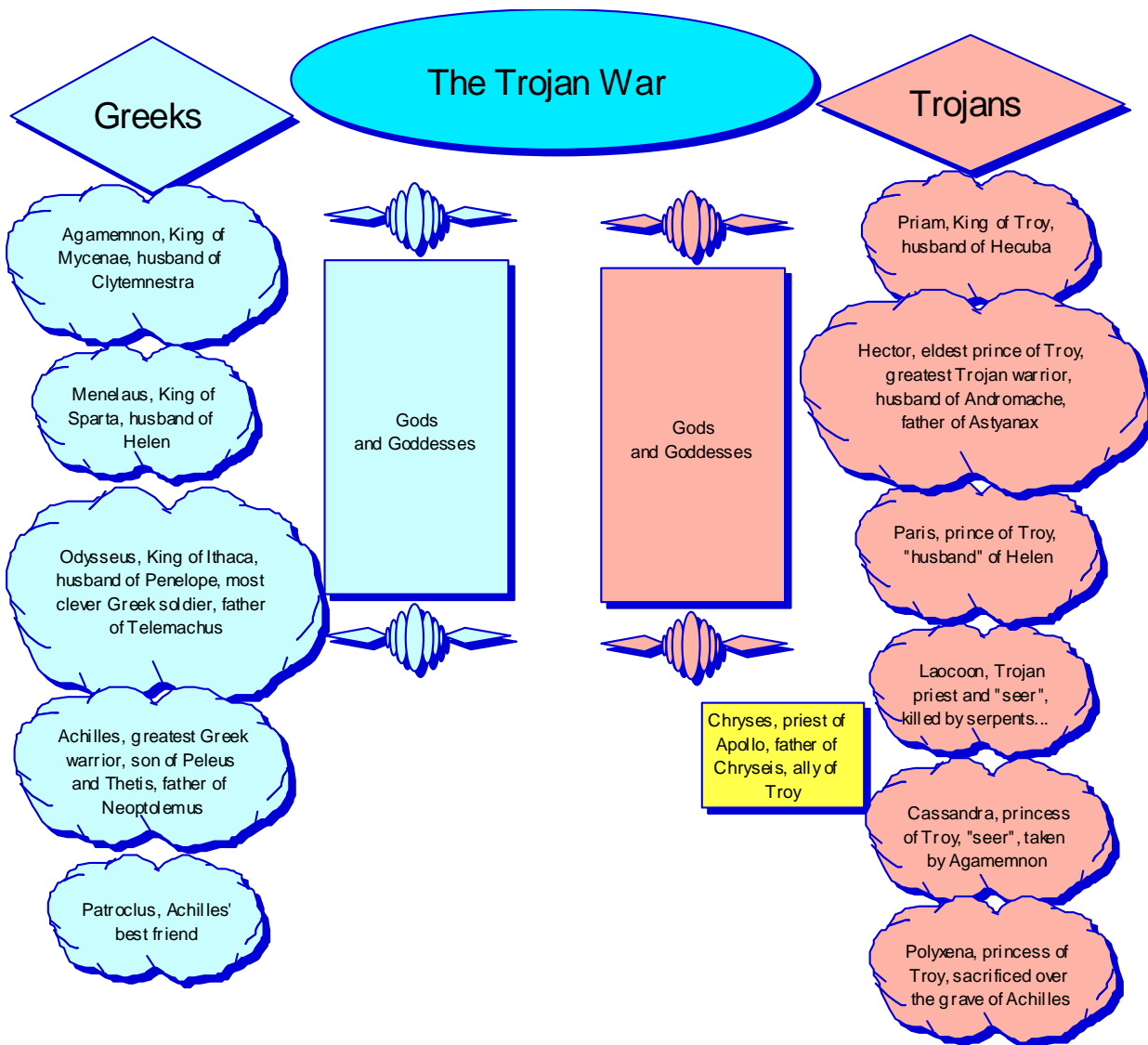


**Developing and Organizing Ideas: Supporting the Main Idea**

**CLASSICAL CIVILIZATION LVV4U (Test and Exam Preparation and Writing)**

**Sample / Practice Questions for Test/Exam Review of "The Trojan War":**

- #1. Explain the roles of the gods and goddesses in the causes and progression of the Trojan War (select at least 3 deities and give specific references to the story in supporting your views).
- #2. What is a "hero" (both the mythological definition and the modern one)? Which characters in the Trojan War are heroic or not heroic? (Select at least one from each side of the conflict.) Provide references to specific events in the story to support your views.
- #3. In what ways are the female characters in the Trojan War both victims and agents of their fates? Discuss at least two female characters from each side of the conflict and provide references to specific episodes in supporting your statements.



*Sample Organizational Chart / Mind Map: Characters of the Trojan War*

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**Developing and Organizing Ideas: Adding Details**

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**CLASSICAL CIVILIZATION LVV4U (Reviewing Elements of Myths by Adding Details to Stories)**

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In this activity students demonstrate their knowledge of the content of the Classical Civilization course by adding details which increase the depth and breadth of information provided in a written source.

**Purpose**

- Provide additional specific details about elements of Classical Civilization and encourage students to draw deeper meaning, and develop a more detailed understanding, of topics within the course.

**Payoff**

Students will:

- add depth and breadth to their written expression of material.
- learn to use their own resources and notes independently in expanding their understanding of course topics.
- make decisions evaluating the relevance and importance of information in creating summary notes.
- rely on external sources in processing information.

**Tips and Resources**

- Teachers should ensure that the basic written information provided to students deals with topics studied in class.
- Teachers should also ensure that the passage is not prohibitively rich in detail (so that students are not overwhelmed by information).
- Teachers should encourage students to use their own class notes to supplement the information provided as well as ancillary materials and prior knowledge.

**Further Support**

- Teachers may wish to consult the website of the Ontario Classical Association for internet materials on various aspects of the Classical world.
- The teacher-librarian may also be able to select appropriate materials on a Classical theme which teachers could use for this activity.



**Developing and Organizing Ideas: Adding Details**

**CLASSICAL CIVILIZATION LVV4U (Reviewing Elements of Myths by Adding Details to Stories)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers compose or select a passage on a topic recently studied in class.</li> <li>Teachers ensure that the passage can be supplemented by additional points and make an overhead if appropriate.</li> <li>Teachers may wish to pair or group students.</li> <li>Teachers may also wish to make a template or work sheet for students to use.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that they have their class notes on course topics available for this activity.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers read aloud the information on the handout (the passage selected).</li> <li>Teachers direct the students to read the paragraph and to write additional detail to explore the topic more fully.</li> </ul>	<ul style="list-style-type: none"> <li>Take the handout and read the basic information, identifying missing information necessary to understanding the topic more fully.</li> <li>Use guiding questions to generate ideas related to the topic (e.g., who? what? when? where? why? how?)</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers lead an oral discussion of the ideas students have generated, creating a list or map of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute their ideas to the class discussion.</li> <li>Write a complete composition explaining the topic, incorporating the ideas generated by the students as a group.</li> </ul>

**Notes**



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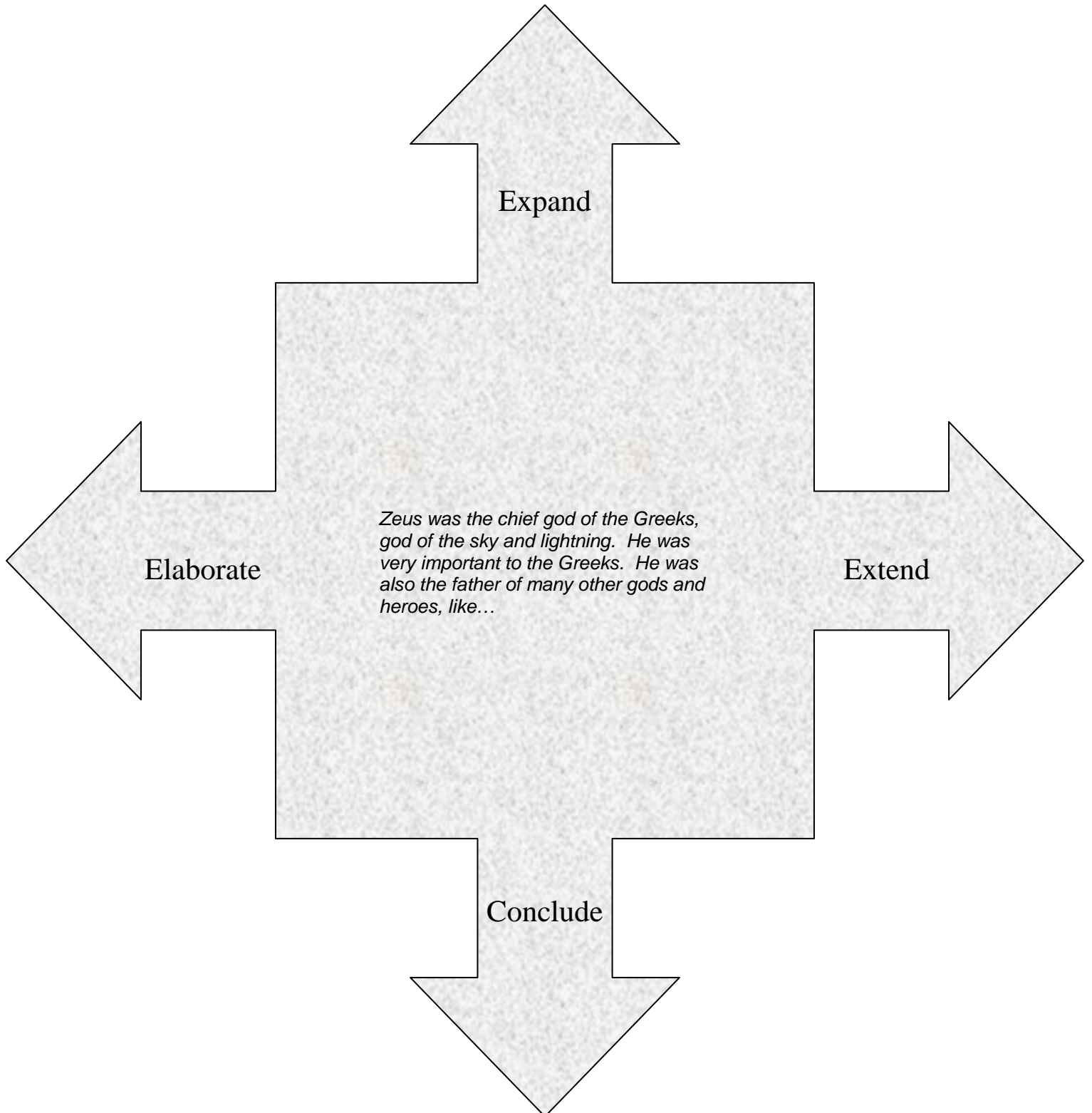
**Developing and Organizing Ideas: Adding Details**

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**CLASSICAL CIVILIZATION LVV4U (Reviewing Elements of Myths by Adding Details to Stories)**

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*Zeus – the Untold Story!*



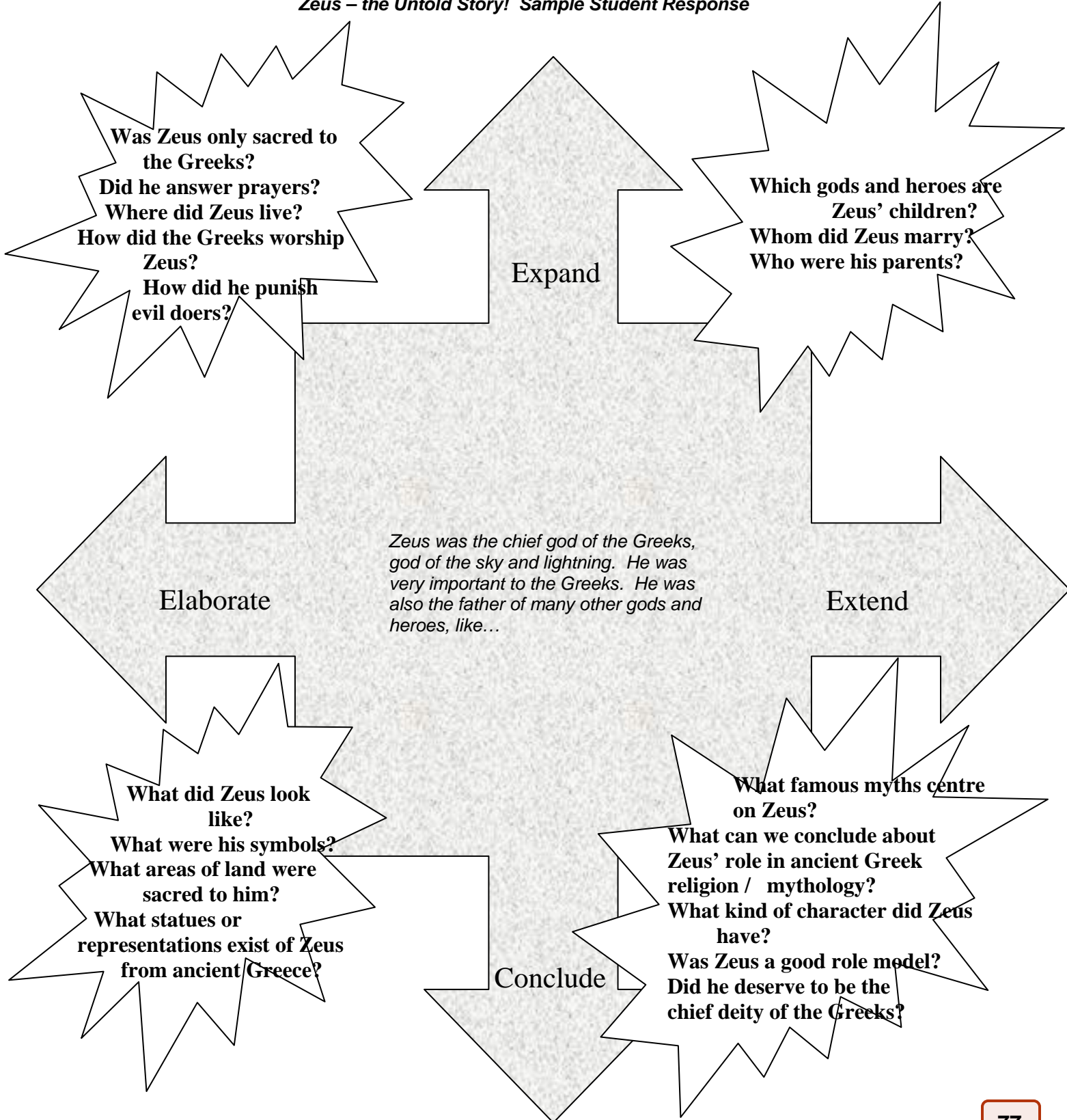


Type of Resource

**Developing and Organizing Ideas: Adding Details**

**CLASSICAL CIVILIZATION LVV4U (Reviewing Elements of Myths by Adding Details to Stories)**

*Zeus – the Untold Story! Sample Student Response*



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**Small Group Discussion: Place Mat**

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**CLASSICAL CIVILIZATION LVV4U (Oral Sharing – Discussion of Topics and Issues From Classical Civilization)**

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Frequently in a Classical Civilization course, the issues studied provide excellent topics for group discussion. In this activity, students are divided into groups of four and provided with a handout of a chart or supplied with a piece of chart paper. Students consider for two or three minutes a topic recently studied in Classical Civilization. Then each student writes down his or her observations on the corner of a “place mat” or chart. Following this, students view each other’s opinions and discuss their observations; this leads to rich small-group as well as full-class discussion.

**Purpose**

- Assist students in processing information studied in class both independently and cooperatively, and to practice their skills in orally presenting and defending / supporting their ideas and opinions.

**Payoff**

Students will:

- use prior knowledge as a basis for reflection on course content.
- interact with others to find personal meaning in material studied.
- appreciate and connect with elements of Classical civilizations and societies.
- consider other people’s points of view and use this to extend their own learning.
- take responsibility for their own learning.
- assist others in learning successfully.
- interact with course material independently of the teacher.

**Tips and Resources**

- Teachers could decide to use written topics for this activity, or they may find it interesting to use a visual image (a photograph of an ancient site or an image of a painting based on an ancient event) or a sample of music to stimulate student discussion on a particular Classical issue or event.
- Teachers could use this activity either to review topics already studied or as an introduction of a new topic.
- Teachers could also direct this activity to one issue on which all students comment, or several issues on which individual students or small groups comment.
- This activity is also a good ice-breaker for encouraging student cooperation early in the year.
- It is not necessary to provide more than 15 – 20 minutes for this activity.
- See the explanation and example of a Place Mat activity in *Think Literacy: Cross-Curricular Approaches, Grades 7 – 12* p. 162-165.

**Further Support**

- Teachers may find it useful to consult online versions of Classical texts such as *The Aeneid* or *The Odyssey* to generate topics for class discussion.
- In addition, the Ontario Classical Association website offers a variety of resources which teachers may find helpful.



**Small Group Discussion: Place Mat**

**CLASSICAL CIVILIZATION LVV4U (Oral Sharing – Discussion of Topics and Issues From Classical Civilization)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers select topics, issues, images or musical clips relating to materials covered (or about to be covered) in the Classical Civilization class.</li> <li>Teachers divide students into appropriate groups.</li> <li>Teachers create a place mat handout or provide chart paper for the groups to use.</li> </ul>	<ul style="list-style-type: none"> <li>Bring notes or textual materials to class.</li> <li>Review appropriate group etiquette.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers direct students to consider the topic, issue, image or musical clip provided.</li> <li>At the conclusion of a specified time, teachers direct students to note their thoughts and opinions on their corner of the chart paper or template. (If chart paper is not used, teachers should direct students to rotate the paper among them so everyone can add her ideas).</li> <li>Once this is completed, teachers direct students to consider all of the points of view reflected on the paper and to discuss them for 3 – 5 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect silently on the topic, issue, image, or musical clip provided, consulting their notes if necessary.</li> <li>Write their observations silently for 2 – 3 minutes on their section of the place mat.</li> <li>Discuss their observations for 5 minutes within their groups.</li> <li>Refer to specific examples from materials studied and from background knowledge to support their observations.</li> <li>Ensure that all members of the group have the opportunity to suggest opinions.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers ask students to post their place mats around the classroom to stimulate further discussion.</li> <li>Teachers ask students to circulate and read the observations on the place mat (especially if there was one topic for the entire class).</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to full class discussions of the groups' observations, asking appropriate questions and making appropriate observations.</li> <li>Note unique or important information for their own use later.</li> </ul>

Notes



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**Small Group Discussion: Place Mat**

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***Blank Place Mat Template***

<p>Student A writes her or his observations, ideas and opinions regarding the topic or issue in this area of the place mat.</p>	<p>Student B writes her or his observations, ideas and opinions regarding the topic or issue in this area of the place mat.</p>
<p>The centre of the place mat may be used by students to take note of the general ideas, observations, and comments of the group members. In the following example, the notes would surround the photograph.</p>	
<p>Student C writes her or his observations, ideas and opinions regarding the topic or issue in this area of the place mat.</p>	<p>Student D writes her or his observations, ideas and opinions regarding the topic or issue in this area of the place mat.</p>

Student/Teacher Resource

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**Small Group Discussion: Place Mat**

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**CLASSICAL CIVILIZATION LVV4U (Oral Sharing – Discussion of Topics and Issues From Classical Civilization)**

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***Sample Place Mat – Visual Topic for Minoan Culture***

*What does this dolphin fresco, taken from the Palace at Knossos, tell you about Minoan culture?*



Photograph reproduced with permission from Elizabeth Ellison

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**Small Group Discussions: Discussion Web**

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**CLASSICAL CIVILIZATION LVV4U (Using Discussions to Analyze Elements of Classical Civilization )**

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In pairs, students begin by sharing their opinions / ideas on topics studied in Classical Civilization class. Then, they join another pair and share their thoughts together. Then, this group joins another (creating a group of 8). Each time groups combine, they note new ideas and opinions on a master sheet so that eventually there is one master sheet with all groups' ideas. Students are required to consider not only opinions similar to theirs but also opposite points of view.

**Purpose**

- Provide students with opportunities to develop ideas about a topic studied in Classical Civilization and to think flexibly (seeing things from both sides).
- Develop arguments and proofs to support opinions related to the topic.

**Payoff**

Students will:

- develop their oral discussion skills.
- develop their critical thinking skills.
- apply their prior knowledge in order to create a list of positive and negative points.
- develop their argumentation skills.
- enhance their abilities to understand various points of view, even those which contradict their own.

**Tips and Resources**

- Teachers will need to select a series of debatable topics (ones which encourage debate and contradictory discussions) or readings currently being studied in Classical Civilization.
- Teachers may also prepare a graphic organizer to help focus discussion.
- This activity is also a great review for a test or exam, or as a pre-writing exercise for a debate or paper.
- This activity, in addition, is very beneficial for mixed-ability classes and supports skills needed in other classes, especially English and History.

**Small Group Discussions: Discussion Web**

**CLASSICAL CIVILIZATION LVV4U (Using Discussions to Analyze Elements of Classical Civilization )**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Teachers choose the debatable topics for readings or discussion.</li> <li>Teachers prepare the graphic organizer (T-chart) to be used.</li> <li>Teachers prepare a focus question or debate topic to be used by the groups.</li> <li>Teachers could have one topic used by all groups, or have different topics for each group.</li> <li>Teachers ensure that students are aware they must consider and evaluate statements which both agree with their views and contradict them.</li> <li>Teachers divide students into small groups and determine how these groups will later combine.</li> </ul>	<ul style="list-style-type: none"> <li>Review notes or read the assigned text (if there is one) ahead of class.</li> <li>Consider the focus question or debate topic and their position regarding it.</li> <li>Activate prior knowledge to formulate an opinion.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Teachers circulate during the activity, ensuring that students are on task and interacting appropriately.</li> <li>Teachers use guiding questions to direct discussion to both supporting and contradicting information if necessary.</li> <li>Teachers ask pairs and groups to share ideas and ask the large groups to elect a spokesperson to report both sides of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to their partner and record their ideas as a pair.</li> <li>Join with new groups, sharing their ideas and opinions and considering contradictory ideas.</li> <li>Consult notes or text materials in order to understand varying opinions and help support their points of view.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Teachers take up points from the discussions with the whole class, asking spokespersons to provide their groups' observations on both sides of the argument.</li> <li>Teachers could have students prepare a debate for which students must further develop arguments and establish additional proofs.</li> </ul>	<ul style="list-style-type: none"> <li>Share with the class their opinions on both sides of the discussion.</li> <li>Ask appropriate questions for clarification from other groups.</li> <li>Prepare a debate or write a paragraph outlining their position.</li> </ul>

Notes



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**Small Group Discussions: Discussion Web**

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**CLASSICAL CIVILIZATION LVV4U (Using Discussions to Analyze  
Elements of Classical Civilization )**

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*Graphic Organizer: Is Aeneas a Hero?*

<i>Is Aeneas a Hero?</i>	
<i>Arguments For</i>	<i>Arguments Against</i>



**Small Group Discussions: Discussion Web**

**CLASSICAL CIVILIZATION LVV4U (Using Discussions to Analyze Elements of Classical Civilization )**

**Sample Student Chart – Is Aeneas a Hero?**

<b>Is Aeneas a Hero?</b>	
<b>Arguments For</b>	<b>Arguments Against</b>
<ul style="list-style-type: none"> <li><i>☞ Aeneas is the son of a mortal man and a goddess, so technically he is a “hero”.</i></li> <li><i>☞ Aeneas is an accomplished fighter who defended Troy against the Greeks.</i></li> <li><i>☞ Aeneas saves his family from the burning city of Troy.</i></li> <li><i>☞ Aeneas is destined to found a new Troy, a heroic feat.</i></li> <li><i>☞ Aeneas takes his people to safety in the city of Carthage.</i></li> <li><i>☞ Aeneas acts as a good leader while in Carthage, helping the city to progress in its building campaign.</i></li> <li><i>☞ Aeneas sacrifices his own happiness to leave Carthage and found a new Troy.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>☞ A hero is someone who accomplishes great deeds in the face of terrible adversity – what Aeneas accomplishes he only does with the help of the gods.</i></li> <li><i>☞ Aeneas really isn’t mentioned alongside great heroes like Hector.</i></li> <li><i>☞ Aeneas lets his wife, Creusa, get killed on her way out of the city, and he doesn’t notice for some time that she is missing.</i></li> <li><i>☞ Aeneas only accomplishes the founding of a new Troy because the gods intervene.</i></li> <li><i>☞ Aeneas only gets to Carthage because Juno and Venus cause him to land there.</i></li> <li><i>☞ Aeneas takes advantage of Dido, Queen of Carthage, misleads her into thinking he loves her, and then leaves her.</i></li> <li><i>☞ Aeneas only leaves Dido because he is told to by Jupiter – otherwise, a new Troy would never have been founded.</i></li> </ul>

