

**Designing and Implementing a Latin Language  
Curriculum Unit for Middle School Students**

by

Rebecca M. Berger

Curriculum Development

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**Signature Page**

Date:

This curriculum development paper has been examined and approved.

Review Committee:

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Ledell Plath, Chair

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John Meyer

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Gene Pfeiffer

Approved:

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John Meyer  
Director of Graduate Studies

**Abstract**

The unit of study presented here is intended to broaden English vocabulary knowledge through engagement in a study of Latin language. Students who participated in the pilot study of the unit were enrolled in an ungraded, learner-centered school for gifted learners. They were instructed in Latin language vocabulary, basic Latin sentence structure, and English language vocabulary. A series of ten lessons conducted over four months time yielded gains in students' Latin translation proficiency and English vocabulary comprehension, suggesting that integrating Latin language study with English vocabulary lessons is a worthwhile practice.

The unit lessons are intended for instructing students in grades 6-8. Resources provided in the unit together with materials in the reference list will make the lessons accessible to teachers with or without formal training in the Latin language.

### **Acknowledgments**

The graduate faculty at Martin Luther College and the numerous fellow students with whom I learned from July 2008 to the present gave me the priceless gift of Christian fellowship as we studied in the light of the Word.

My husband gave me time and solitude to study, and my family offered loving encouragement and advice without which I may not have persevered to complete the degree requirements.

My late mentor, Sharon K. Gerleman, modeled humility, scholarship, and Christ-like service that inspired me to continue my education and to choose the leadership emphasis in this program. In addition, she left me her books and papers that provided invaluable reference material and resources that buoyed my efforts when she was no longer present to guide me.

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## **Chapter I: Introduction**

### **Purpose of the Study**

As a step toward developing a standard curriculum document for the school program that I direct, Magellan Day School, Early Preparatory Learning (Magellan), I designed and taught a Latin curriculum unit for students beginning a formal study of the language. Latin is an established, distinguishing element of Magellan curriculum that the faculty, Magellan Board of Directors, parents, and students expect the school to deliver. The vast majority of students like to learn the Latin language together with the history and cultural elements passed down by the Greeks and Romans. Developing a curriculum document including a subject area philosophy, objectives for each level of language study, means of assessing the attainment of the objectives, standard means of tracking instruction for each student, and goals that students are to reach before going on to high school will strengthen teaching and learning of Latin at Magellan. Development and implementation of this unit has been a significant step toward a complete school Latin curriculum.

### **Importance of the Study**

This project demonstrated curriculum study and development for the Magellan faculty. At present the school does not have a standard, comprehensive curriculum document. Instead, the leadership team and faculty work together to design and deliver an interdisciplinary curriculum each school year, and teachers maintain records of lesson content and materials used. This has worked relatively well with our small student population of 30 - 50 students, but it is cumbersome and vulnerable to a criticism that there is not a standard curriculum. Our method of curriculum development presents a

potential lack of continuity of instruction for individual students and it is not transparent to parents of current and prospective students. Our school will benefit from curriculum study in all subjects at all age levels.

**Project Goal**

The Latin curriculum unit, *Linking Latin and English*, has been designed to demonstrate the efficacy of Latin instruction for learning the Latin language and for improving student comprehension of higher-level English vocabulary. It is a resource for Latin teachers at Magellan and for schools that wish to implement Latin learning in a middle school curriculum. The curriculum document includes:

- a subject philosophy for Latin,
- objectives for the curriculum unit,
- assessments that demonstrate student mastery of unit objectives,
- means of ensuring continuity of instruction in the Latin language for each student,
- lesson plans and assessment methods that teachers presenting Latin to middle school students can access and utilize.



## **Chapter II: Literature Review**

### **Introduction**

Latin language as an elementary school curriculum component is unusual in the present day United States. In designing and implementing this study, it was necessary to articulate a rationale for using Latin language study with upper grade, or middle school, students. In other words, I looked at existing studies to direct my efforts to organize and record Magellan's Latin language curriculum, to define a subject area philosophy for Latin, to codify assessment methods for Latin learning, and to evaluate the benefits of using the Latin language.

### **Importance of Curriculum Development**

In essence, every teacher and learner has a curriculum; each has a concept of what is to be learned and why it is important to learners. For a school, a recorded curriculum unifies the teachers and students in the pursuit of learning. A curriculum document presents a definition of the subject area and its importance, learning objectives, methods for learning and assessment, and goals that learners aim to attain before they complete their study of the subject area (Dillon, 2009).

### **Philosophy for Instructional Method**

Magellan follows a student-centered, constructivist model for teaching and learning. Constructivists view learning as the task of the student who works with the teacher and fellow students to develop knowledge (Vygotsky, 1978). Specific practices used include small group collaboration, Socratic discussions, inquiry and problem solving, and hands-on student activities; all are practices that have been demonstrated to be effective in meeting commonly accepted learning objectives (Kim, 2005; Quinn &

Ethridge, 2006; Vogler, 2008).

### **The Role of Assessment in Instruction**

Assessment is a necessary part of the learning process; it informs students and teachers of the learning that is ongoing and directs them to their next objective (Brookhart, 2008). Performance assessments provide information and motivation to students as they participate in each lesson. Learning objectives give the students direction for their participation (Stiggins, Arter, Chappuis, & Chappuis, 2006). Authentic assessment tasks serve both to instruct and to assess learning (Alleman & Brophy, 1998). They engage students in disciplined thinking and construction of knowledge, and they present tasks that demonstrate the value of the content outside of the classroom (Scheurman & Newmann, 1998).

### **Basis for Developing a Latin Language Curriculum**

Latin language study typically is introduced when students enter high school. Research demonstrates that learning Latin leads to gains in academic achievement (Mavrogenes, 1977; Carlisle & Liberman, 1987; Cooper, 1987; Armstrong & Rogers, 1997). Studying the language from which 50-60% of modern English is derived enhances students' understanding of higher-level English vocabulary (Mavrogenes, 1977; VanTassel-Baska, 2004). Studies carried out in the 1970's indicate that Latin instruction in elementary schools has merit (Mavrogenes, 1977). Notably, Armstrong & Rogers (1997) found that learning a foreign language as early as grade three effected an increase in student achievement not only in reading and language arts, but also, in math. An added benefit of studying Latin in elementary school is the advantage of entering high school prepared to engage in Latin II or III and proceed to AP Latin courses in grades ten and

eleven (VanTassel-Baska, 2004).

**Summary**

A curriculum that communicates specific objectives and assessment methods yields benefits for students and teachers. A constructivist philosophy gives students an active role in their learning, and meaningful assessments assist students and teachers direct their efforts to achieve objectives. Since Latin language study has potential to improve overall student achievement, it should be guided by sound curricular practices.

### **Chapter III: Implementation**

#### **Introduction**

*Linking Latin and English* is a unit of study resulting from my work toward developing a Latin language curriculum for Magellan Day School. I administered the unit to students 10–14 years of age and used pretest and posttest information to assess its effect on student learning of specific English vocabulary and Latin sentence structure elements. This chapter presents an overview of the development of the unit, my experience using it with students, and the findings of my study.

#### **Procedures**

I informed the leadership team at The Wisconsin Center for Gifted Learners (WCGL) of my intent to develop and pilot a Latin language unit in April 2012 when we were planning staffing and curriculum for the 2012-2013 Magellan Day School, EPL school year. My teammates as well as the Board of Directors approved my work as it strengthened the school curriculum and benefited students directly. Because the school's Latin teacher was leaving, it was expedient to arrange my responsibilities to include teaching Latin.

Developing the curriculum began with writing a philosophy for Latin instruction and setting measurable objectives for a Latin curriculum. With these in place, I selected resource materials for Latin study and English vocabulary development that would support the objectives. I selected to use *Cambridge Latin Course: Unit 1* (Phinney, Bell, & Romaine, 1988), as the source for Latin text materials suited to the unit objectives. The textbook includes brief exercises that prompt English vocabulary study, but the emphasis of lessons is Latin vocabulary and grammar. I designed lessons to integrate English

vocabulary study with Latin language study, and doing so required me to produce instructional materials that are not included in the Cambridge materials. After outlining the lessons for *Linking Latin and English*, I developed the pretest and posttest. These tests parallel one another and assess English vocabulary understanding and Latin language translation.

The lessons that comprise the unit were carried out October 2, 2012 through February 18, 2013. Students were engaged in lessons forty minutes each morning on Mondays, Tuesdays, Thursdays, and Fridays. In-class activities included group conversations, dictionary use, oral and written translation practice, vocabulary games, word sorting, oral quizzes, and written quizzes. Students selected or were assigned independent, individualized study activities to complete outside of class. Twice during the unit, students collaborated to compile scripts based on the stories in their Latin textbook that they performed together.

I designed the lessons to promote active learning in the construction of knowledge. Each successive lesson was informed by student responses to the previous lessons. Thus, the lessons I outlined in advance of teaching the unit were modified as they were administered while the objectives remained the same.

### **Artifacts**

The curriculum unit, *Linking Latin and English*, consists of a unit pretest; ten lessons that each include (a) a list of English vocabulary study words, (b) activities for working with the vocabulary list, (c) Latin language study activities, and (d) a lesson assessment; and a post test. Each lesson includes objectives, activities, and student responses. *Objectives* state what the students will know or be able to do at the conclusion

of the lesson. *Activities* delineate what the teacher and students do together in class and what students are assigned to do independently. *Student responses* record notes of specific student involvement in class activities and assessments of individual student progress; they are included with the unit to demonstrate the how the lessons evolved to reflect individual student needs.

Every student participated in a written pretest and posttest for the unit as measures of its efficacy. While working through the unit, students received written notes of their personal attainments from the teacher. Formal reports of progress were provided to them and their parents on quarterly review pages, Magellan's report card documents. Throughout the lessons, student work was assigned evaluative marks on a scale of 0-4 (see Appendix A).

In addition to the aforementioned records, students' individual attainments of specific Latin sentence structure elements were recorded in a separate document that is filed with Latin curriculum documents (see Appendix B). The record will be updated each quarter and may be referred to when records of foreign language learning are requested for a student particularly when he or she enters high school.

## **Results**

At the conclusion of the unit, every student wrote a translation on the posttest, a noteworthy development especially for those who had made no attempt to write a translation on the pretest. The majority of students wrote coherent English versions of the Latin translation passage, and every student improved. Two students were given an alternate translating task that aligned more closely with their experience over the course

of the unit. Their scores are not equivalent to those of the other students and have been marked accordingly (see Table 1).

Table 1

*Change in Latin passage translation*

Student	Pretest Latin Translation (% correct)	Post Test Latin Translation (% correct)	Change (given in percent change)
A	23	75	+52
B	7	67	+60*
C	9	55	+63
D	48	95	+47
E	36	91	+55
F	0 (no attempt)	37	+37*
G	0 (no attempt)	79	+79
H	9	77	+68
I	0 (no attempt)	82	+82
J	11	82	+71
K	0 (no attempt)	84	+84

\*These subjects were assessed with a modified posttest that was less grammatically complex and contained fewer discrete Latin words than the pretest or the posttest administered to the other subjects.

The posttest translation passage presents Latin vocabulary and grammar elements that students studied in the learning unit. Grammar used in the posttest parallels that of the pretest. For purposes of comparing pre- and posttest scores, only those grammatical structures that were presented on both tests were scored on the posttest. Latin vocabulary differs between the two tests; however, discrete vocabulary memorization was not the goal. The posttest passage reflects improvement in students' ability to comprehend meaning from a Latin language passage.

Significant gains in English vocabulary understanding were demonstrated over the course of this learning unit. There were fifteen pretest vocabulary words, and each

student indicated familiarity with some of the words. The posttest of English vocabulary was presented in three versions that were matched with students' vocabulary study experience. Student performance with twenty items that are parallel among the three versions were compared. Every student gained English vocabulary knowledge (see Table 2).

Table 2

*Change in English vocabulary comprehension*

Student	Pretest English Vocabulary (% correct)	Post Test English Vocabulary (% correct)	Change (in percentage points)
A	7	90	+83
B	7	85	+78
C	3	75	+72
D	43	85	+42
E	13	100	+87
F	0 (3 attempted)	45	+45
G	27	80	+53
H	0 (4 attempted)	80	+80
I	13	100	+87
J	33	100	+67
K	13	90	+77



## **Chapter IV: Reflective Essay**

### **Introduction**

The primary purpose of this project was to establish a written curriculum unit for teaching the Latin language to the middle school aged students at Magellan Day School. Since Latin is an integral subject area at the school, it is important to explicate its role in learning for elementary school students. A focus on expanding students' comprehension of English vocabulary gave this unit of study, *Linking Latin and English*, a distinct purpose beyond merely reading and completing exercises presented in *Cambridge Latin*.

Modeling effective curriculum planning for the Magellan faculty was a secondary goal of the project. As director of school, I have supervised instruction and prescribed curricula for other teachers. The school has a curriculum outline, but in practice, much is left to teachers' personal preferences and priorities. The faculty has begun preliminary efforts to define subject area curricula more concretely, and we have developed subject philosophies in each domain.

### **Conclusions**

A comparison of pretest and posttest outcomes demonstrates gains for each student in their ability to comprehend Latin language text. Each student demonstrated comprehension of Latin text that was consistent with the instruction they had received but not identical to any one piece that they had translated prior to the posttest. In light of students' prior experience translating, the pretest translation attempts were strikingly sparse. Several students did not attempt to write a translation on the pretest, and others translated so few words that they did not demonstrate comprehension of the piece. Upon completing the unit lesson, all of the students had advanced in their translating ability.

Furthermore, students gained confidence with translation: Every student attempted to write the posttest translation.

Each student demonstrated increased English vocabulary comprehension. The posttest required them to recall definitions for words, apply words in sentence completion, and to associated words and definitions that they had not studied. In addition to the posttest results, student responses during lessons indicated that they were committing the words to memory.

Engaging in a curriculum design and implementation project has helped me move the faculty forward with development that is necessary for the school. This project compelled me to reenter the classroom after several years of fulltime administration and counseling. In doing so, I was more able to influence positive change in instructional practices than from outside of the classroom. I was present more consistently with teachers and students while learning was taking place. Teachers noticed the various types of assignments and assessments I used; some were encouraged to try similar approaches. Because we share classroom space intentionally, teachers heard and saw my lessons and vice versa. I learned from and enjoyed teaching the unit. The experience informed and strengthened my leadership.

### **Recommendations**

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**Appendix A: Documents for Reporting Student Progress****Sample of Evaluative Notes to Students*****Linking Latin and English Lesson Two Feedback***

Student D

Individual study

English vocabulary dictionary definitions and parts of speech 3- You defined each word and noted one part of speech for each.

Selected English vocabulary activity 3- You wrote a diamante poem and revised it to include the required number of vocabulary words.

Selected Latin learning activity 4- You met all the criteria for an excellent presentation of a labeled floor plan of your own home.

In-class study

Identifying subjects (nominative case) and direct objects (accusative case) in Latin sentences and translating 4 – In addition to identifying nominative and accusative case nouns, you grasped the distinction between transitive and intransitive verbs.

Orally translating Latin to English 2- You chose to translate independently in writing, declining to join the group conversation, so you did not benefit from our conversation about the piece.

Applying English vocabulary words correctly in sentences 2 - You have not yet demonstrated a thorough understanding of word definitions when applying them in sentences.

English vocabulary assessment

Crossword puzzle quiz: 4 – You completed every item correctly.

Sample Magellan Quarterly Review Page



Student: \_\_\_\_\_

Curriculum Focuses for: **Latin**

**Involvement Criteria:**

4 = Excellent 3 = Good work 2 = Try to do still better 1 = You need to improve here 0 = Your progress cannot be evaluated

**Concentration on:**

Participating in group language study activities to expand and reinforce your personal Latin vocabulary	
Selecting and effectively applying study activities for English vocabulary related to the Latin presented in stages 4-6 of <i>Cambridge Latin Course, Unit 1</i>	
Translating Latin passages related to stages 4-6 of <i>Cambridge Latin Course, Unit 1</i>	
Demonstrating knowledge of Latin sentence structure by translating isolated sentences	
Contributing to a script conveying events of the Latin story, <i>in theatro</i>	
Demonstrating comprehension of English vocabulary related to <i>Cambridge Latin Course, Unit 1</i> , Stages 1-6 on a written assessment	
Demonstrating Latin translation facility on a written assessment of language and grammar presented in <i>Cambridge Latin Course, Unit 1</i> , Stages 1-6	
Following conventions of spelling, punctuation, and format for written work	

A particular accomplishment:

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From: Rebecca Berger

Position: Director

**Magellan Day School Denotation of Marks**

4 = Excellent. The student has complete and detailed understanding of the topic. The student can perform the skill or process with no significant errors and with fluency. Additionally, the student understands the key features of the process. **95 - 100%**

3 = Good work. The student has a complete understanding of the information important to the topic but not in great detail. The student can perform the skill or process without making significant errors. **85 - 94%**

2 = Try to do still better. The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic. The student makes some significant errors when performing the skill or process but still accomplishes a rough approximation of the skill or process. **76 - 84%**

1 = You need to improve here. The student's understanding of the topic is so incomplete or has so many misconceptions that he or she cannot be said to understand the topic. The student makes so many errors in performing the skill or process that he or she cannot actually perform the skill or process. **70 - 75%**

0 = Your progress cannot be evaluated. **Below 70%** (A mark of 0 is to be accompanied by a statement of what ought to be addressed in order that progress can be evaluated.)



**Appendix B: Record of Student Attainment of Latin Sentence Structure Elements**

A check (☐) indicates proficiency with the elements listed.

<u>Sentence structure:</u>	<u>Students</u>										
	A	B	C	D	E	F	G	H	I	J	K
Singular nominative noun with third person singular linking verb and predicate noun or adjective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepositional phrases with “ <i>in</i> ”+ ablative case nouns, third person singular verbs, singular accusative noun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple compound sentences, phrases with prepositions + ablative or accusative case nouns, and interjections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal pronouns “ <i>ego</i> ” and “ <i>tu</i> ,” first and second person linking verbs, and first and second person singular verb forms	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third person plural linking verb, “ <i>sunt</i> ,” third person plural verbs, plural nominative case nouns	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imperfect and perfect forms of third person verbs	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Appendix C: Curriculum**

### **Linking Latin and English**

#### *Subject Area Philosophy for Latin*

Latin is the language first spoken by a tribe of people who occupied central Italy. These people eventually occupied all of Italy under the leadership of Rome. As Rome expanded her empire, Latin language influenced local speech and became the language of the western world (Anderson & Groton, 1988).

Latin language study is a valuable means of increasing competence in English through comparative insights into grammar and through vocabulary elements such as cognates and word stems. In addition, Latin language study is inherently interdisciplinary: It incorporates history, geography, literature, language arts, and social customs. (Thompson and Thompson, 1996).

#### *Unit Objectives*

- Students will use Latin vocabulary understanding to unlock English word meanings.
- Students will demonstrate increased comprehension of specific English vocabulary.
- Students will increase their ability to comprehend meaning from basic Latin language passages presented in *Cambridge Latin Course: Unit 1* (Phinney, Bell, &

Romaine, 1988), referred to as the *textbook*, and in supplementary pieces composed for this unit (see Appendix J). Sentence structure elements introduced in the lessons are detailed in *Cambridge Latin Course: Unit 1, Teacher's Manual* (Phinney, Bell, & Romaine, 1988). Additional practice with the Latin language is selected from *Cambridge Latin Course: Unit 1, Workbook* (Phinney, Bell, & Romaine, 1988), referred to as the *workbook*.

*Lessons**Lesson one*

## Vocabulary

horticulture	inscribe
circumspect	filial
stationary	matrilineal
clamor	paternal
culinary	sedentary

## Objectives

1. Acquire English vocabulary related to Latin vocabulary presented in Stage 1 of the textbook.
2. Practice translating Latin sentences constructed using a simple subject, the linking verb, *est*, and a predicate noun or adjective or a prepositional phrase indicating place.

## Activities

1. Review classic Latin pronunciation (Krill, 1993).
2. Survey the format of the textbook.
3. Translate the introduction to Stage 1 from the textbook orally and collaboratively.
4. Survey the vocabulary list and relate each word to a Latin word encountered in the introduction to Stage 1.
5. Study dictionary definitions for English vocabulary words.
6. Select and complete two of the word study activities listed.
  - a. Produce a memory game for matching each word with its definition.
  - b. Create an illustration for each of five or more words.

- c. Find and record quotations in literature for at least five words.
  - d. Use a dictionary to produce a list of the words with syllabication and pronunciation guides.
  - e. Write a crossword puzzle clue for each vocabulary word.
  - f. Find the Latin origin of each vocabulary word in Stage 1 of the textbook; note the page number and line number.
  - g. Alphabetize the words and record dictionary definitions and parts of speech for each word.
  - h. Propose an activity and check with me before beginning.
7. Select and complete one of the Latin study activities listed:
- a. Create an English storybook presentation of the selection, “*Cerberus*” on page 7.
  - b. Make vocabulary matching cards for the list on page 32.
  - c. Write a literal translation of the selection on page 28.
  - d. Produce illustrated word cards for the nouns from the word list on page 32.
8. Demonstrate comprehension of English vocabulary on a written sentence completion quiz.

### Student Responses

During the first two class periods, students as a group did not embrace the activities presented. There was resistance to new ways of working with the materials. Student K, the accepted leader among the students, was quite vocal about knowing all the material in this lesson and not needing to do the activities. Students A, B, and F were reluctant to converse in class, and student G was content to daydream. Thereafter, the social studies teacher and I agreed to work with two smaller student groupings more often

than not. Five students worked with me for one class period while six worked with the social studies teacher, and vice versa for the next. In subsequent lesson records, the student groupings are designated as Section 1 (students A, D, G, J, K) and Section 2 (students B, C, E, F, H, I) unless otherwise specified. We were able to do this daily since Latin and social studies were intentionally scheduled within the same block of time.

Objective 1: The intent of the individual study tasks was for students to work with the words and to produce pieces for use in class; because A, B, C, E, G, H, I, and K were not prompt in their work, we did not proceed as anticipated. Students were provided a study sheet with the words and dictionary definitions to use in preparing for the quiz. Students used the memory games produced by students F and J to aid in memorizing words and definitions. Evaluative marks were assigned to the individual study activities:

Activity a. A-1, B-3, C-2, F-4, G-3, H-4, I-2, J-4, K-3

Activity b. A-1, B-1, D-2, E-3, F-3, G-3, H-2, I-2

Activity g. D-4, E-2, J-4, K-2

Students applied vocabulary words in sentences to demonstrate their comprehension of the vocabulary. The items were identical for all students, and they were required to recall the words from memory. Evaluation marks were assigned for correct sentence completion and word spelling: A-1, B-0, C-3, D-4, E-3, F-0, G-2, H-4, I-3, J-4, K-0

Of the students who did not perform well in the sentence completion quiz, B and F had demonstrated poor skills in general with written language tasks. Student A was very anxious about the quiz, and student K declared that he could not be expected to

recall the words since he believed that we had not worked on the list sufficiently in class.

He had not completed his personal learning tasks promptly either.

Objective 2: Oral translating proficiency was difficult to assess because students were not accustomed to listening to spoken Latin before stating a translation for what they viewed in print. Students E and I immediately began writing translations for the sentences rather than engaging with other students orally. Students D and J persisted in speaking for others who were slower to respond. Students' translations were evaluated as fluent (1) or not fluent (0): A-1, B-0, C-1, D-1, E-1, F-0, G-0, H-1, I-1, J-1, K-1.

In addition to the oral work, students worked with individual Latin study tasks and were assigned evaluative marks:

Activity a. A-2

Activity b. E-3

Activity c. B-1, C-2, I-3, J-4, K-2

Activity d. D-3, F- 4, G-2, H-3

### *Lesson two*

Vocabulary	mercantile
dominion	gustatory
ancillary	amicable
salutatory	pecuniary
recumbent	vituperative
laudable	
Objectives	

1. Acquire English vocabulary related to Latin vocabulary presented in Stage 2 of the textbook.
2. Practice translating Latin sentences as in the previous lesson with the addition of third person singular verbs and direct objects.

### Activities

1. Survey the vocabulary list and relate each word to a Latin word encountered in the introductory pages for Stage 2 in the textbook.
2. Write dictionary definitions and parts of speech for each List 2 word.
3. Complete sentences with List 2 words.
4. Translate *mercātor*, *in tricliniō*, or the practice piece on page 28 in the textbook.
5. Write a translation of *Grumiō et amicus* (see Appendix D).
6. Work with subjects and direct objects as presented on pages 5 and 8 of the workbook.
7. Sort Latin verbs from Stages 1 and 2 as transitive or intransitive.
8. Sort word cards with nominative and accusative Latin nouns and English meanings.
9. Select and complete a word study activity from those listed:
  - a. Write crossword clues for each word.
  - b. Select five words and for each word find and record a quotation that uses the word or a form of the word.
  - c. Use three or more of the adjectives in a diamante poem.
  - d. Create an haiku including one or more of the words.
  - e. Use one or more of the list words in a limerick.
10. Select and complete one of the Latin study activities listed:
  - a. Write an English language script for the events presented in *mercator* and *in*

*triclinio.*

- b. Produce a menu *in lingua Latina* for a Roman dinner.
- c. Draw a floor plan of one level of your own house and label the rooms *in lingua Latina*.

11. Demonstrate comprehension of English vocabulary on a crossword puzzle quiz.

#### Student Responses

Objective 1: All students participated in conversations in which the Latin words from the text were associated with corresponding English vocabulary words. Section 1 students quickly associated the Latin and English words and proceeded to complete the dictionary activity independently. Section 2 students divided the list such that each researched two words and shared the information with the others in class. Section 2 had a lively conversation about the words and definitions. Student E absolutely loved using the dictionary and completed all of the definitions and parts of speech rapidly; he also assisted student F in locating words in the dictionary. Students C and F related that the store featured in *Little House on the Prairie* is called the Mercantile. Students B and I related recumbent to bicycles.

Each section reviewed the study activities from which to select one to complete; students were given models for the three types of poems. Student F produced an especially exquisite haiku. Individual study activities were assigned evaluative marks:

Activity a. A-1, E-1, G-2, K-2

Activity c. D-3, H-1, I-2

Activity d. B-1, C-3, F-4, J-4



Objective 2: Section 1 students related various interpretations of the Latin text presented in their book as we studied the vocabulary list. They wrote translations of *Grumiō et amicus* independently. Section 2 students translated pieces from the book collectively with all students writing the translations. Written translations were assigned evaluative marks: A-2, B-1, C-2, D-3, E-3, F-1, G-3, H-2, I-2, J-3, K-3.

Students completed a crossword puzzle quiz that included words from lessons one and two. The students were surprisingly inexperienced with crosswords; some required extra time beyond the twenty minutes allotted for completing the task. Students A, B, C, and F were provided with a list of vocabulary words from which to choose to complete the crossword. Because quiz papers were distributed in folders and students were placed in alternating seats, no one was aware of individual modifications made for students. Student G had not completed study tasks promptly and struggled to recall words for the quiz. Evaluative marks were assigned for the crossword quiz: A-4, B-1, C-4, D-4, E-4, F-4, G-0, H-4, I-4, J-4, K-3

Students deliberately studied nominative case (sentence subject) and accusative case (direct object) by reading, completing, and discussing the workbook pages. Student J piped up “*Is there an indirect object?*” which led to a more detailed grammar discussion. In addition to the workbook pages, word sort sets were provided for associating nominative and accusative case Latin word endings and for classifying verbs as transitive or intransitive. Latin grammar activities were assigned evaluative marks: A-1, B-1, C-4, D-4, E-3, F-1, G-1, H-4, I-4, J-4, K-3.

Each student chose one Latin study activity. Student J produced an English script portraying events from the text, and his work was used later in the unit as a larger script was compiled. Evaluative marks were assigned to the Latin study activities:

Activity a. J- 4

Activity b. G-2, H-1

Activity c. A-3, B-2, C-2, D-4, E-2, F-4, I-2, K-3

### *Lesson three*

#### Vocabulary

vocation	scurrilous
occupation	inductive
pulsate	deductive
reverberate	export
ridiculous	import

#### Objectives

1. Acquire English vocabulary related to Latin vocabulary presented in Stages 2 and 3 of the textbook.
2. Understand synonymous and antonymous relationships among English words from the vocabulary list.
3. Practice translating Latin sentences as in previous lessons with the addition of the use of prepositions with ablative and accusative case nouns.

#### Activities

1. Associate Latin vocabulary with corresponding English vocabulary.
2. Research dictionary definitions for list words.

3. Demonstrate comprehension of English vocabulary by writing words from Lessons 1-3 that match definitions provided.
4. Survey the vocabulary list and discuss the following questions:
  - a. Are vocation and occupation synonyms? How do you select one of the two in your speaking or writing?
  - b. Can an idea be both ridiculous and scurrilous? Are all scurrilous ideas ridiculous? Why or why not?
  - c. How are pulsate and reverberate similar? How are they different?
  - d. At what point does an export become an import?
  - e. Both inductive and deductive reasoning involve thinking about specific examples and generalizations. Which refers to forming a generalization from specific examples?
5. Practice matching Latin word cards with corresponding English word cards to reinforce essential vocabulary for translating.
6. Orally translate *in forō* from the textbook.
7. Write translations for Latin pieces selected from *in forō*, *tōnsor*, *pictor*, (See Appendix D) *vēnālīcius* on page 38 of the textbook.

#### Student responses

Objective 1: Section 2 students divided the list such that each researched two words with students E & H both studying ridiculous and scurrilous. Students required teacher assistance to relate inductive and deductive to *ducit* (he/she/it leads) and import and export to *portat* (he/she/it carries). Each student wrote the related Latin word and English

definition for every list word and was assigned an evaluative mark: A-3, B-1, C-2, D-3, E-3, F-2, G-2, H-3, I-3, J-3, K-3

Students were given a quiz sheet with 10 (students A, B, C, F, G) or 15 (students D, E, H, I, J, & K) definitions, and they wrote vocabulary words to match the definitions. The number of quiz items was matched with students' readiness for the task based on demonstrated confidence while completing previous quizzes and capability with written tasks in classes since beginning this unit. The following evaluative marks reflect written quiz results: A-4, B- 0, C-3, D-3, E-4, F-0, G-1, H- 3, I-2, J-3 , K-3.

Objective 2: Students' conversation regarding synonyms and antonyms became contentious when individuals disagreed over a definition for *synonym*. Beyond simply explaining their reasons for stating that *occupation* and *vocation* are/are not synonyms, certain students expressed a competitive stance. Students E and G needed to separate from the conversation and write responses instead of participating in oral conversation. Students A and D accepted a working definition for *synonym* and continued their participation with others in oral conversation. Evaluative marks reflect oral or written contributions: A-4, B-3, C-4, D-3, E-2, F-3, G-3, H-4, I-3, J-4, K-4.

Objective 3: Students worked with sets of words cards to review and reinforce their comprehension of Latin vocabulary used in translation pieces and were assigned evaluative marks as follows: A-4, B-1, C-2, D-4, E-4, F-2, G-4, H-4, I-3, J-4, K-4.

Students B, C, and K were not fluent with the Latin vocabulary, and required teacher support for translating tasks. Students E and I worked with word sort cards and students C and H wrote translations of *tōnsor* while students B and F worked orally. Students B, E, F, and I worked with word sort cards while students C and H translated

orally. Students returned to written or word sort activities while students E and I translated orally. The following evaluative marks reflect contributions to oral translation by Section 2 students: B-1, C-3, E-2, F-2, H-3, I-1.

Section 1 students each wrote translations and were assigned evaluative marks:

*pictor* K -4; *tōnsor* A-3; *vēnālīcius* D-4, G-2; *in forō* J-4

#### *Lesson four*

##### Vocabulary

agriculture	forum
agitate	juvenile
capitulate	probity
convene	turbulent
debt	vender

##### Objectives

1. Acquire English vocabulary knowledge related to Latin vocabulary presented in Stage 4 of the textbook.
2. Practice translating Latin sentences as in previous lessons with the addition of first and second singular verbs and the personal pronouns *ego* and *tu*.
3. Synthesize Latin vocabulary and sentence structure knowledge introduced in Lessons 1-4.

##### Activities

1. Review expectations for lesson study and timeline of activities for lessons 4, 5, and 6 that students will accomplish prior to the Winter Holiday Break.

2. Survey the vocabulary list. For each word, associate it with Latin vocabulary from the textbook, use the English dictionary to find and record the definition and part(s) of speech.
3. Survey the vocabulary list with the provided parts of speech and associated Latin vocabulary provided, and, for each word, write a dictionary definition.
4. Select and complete an English vocabulary study activity from those listed:
  - a. Produce a memory game for matching each word with its definition.
  - b. Create an illustration for each of five or more words.
  - c. Find and record quotations in literature for at least five words.
  - d. Use a dictionary to produce a list of the words with syllabication and pronunciation guides.
  - e. Write a crossword puzzle clue for each vocabulary word.
  - f. Incorporate the following words in an English newspaper article reporting Hermogenes' case: *forum, vender, probity, convene, agitate, capitulate*.
  - g. Propose an activity and check with me before beginning.
5. Orally translate Latin sentences from the introduction to Stage 4.
6. Translate Latin pieces related to Stage 4: *Hermogenēs, in basilicā*, the practice piece on page 59 from the textbook; *Hermogenēs* (see Appendix D); and *ad carcerem* from the *Teacher's Manual*.
7. Demonstrate comprehension of English vocabulary by recalling and writing words to match provided definitions or by completing sentences with list words and writing a paragraph expressing the distinction between *agriculture* and *horticulture*.

8. Compose English dialogue for one of the Latin pieces presented in Stages 1-4 of the textbook.
9. Participate in an oral reading of the compiled script, “At Home and in the Forum,” based on translated pieces from Stages 1-4 of the textbook.

#### Student responses

Objective 1: Students who had demonstrated facility with independent word study worked together as a group (students A, D, E, G, and H), and the remaining students were provided with a higher level of teacher directed instruction (students B, C, F, I, J, and K). Every student wrote dictionary definitions for the words and was assigned an evaluative mark: A-4, B-2, C-4, D-3, E-2, F-2, G-2, H-2, I-2, J-4, K-3.

Students selected word study activities to complete independently and were assigned evaluative marks.

Activity a. C-3, E-3, F-3

Activity b. A-1, B-2, I-1

Activity e. G-2, J-3, K-3

Activity f. H-4, D-2

Students were given one of two written quizzes to complete. Quiz A consisted of associating the ten vocabulary words with definitions; students B and F were provided a copy of Quiz A that included the word list. Evaluative marks for those completing quiz A were as follow: A-4, B-3, C-3, F-2, I-3.

Quiz B consisted of completing eight sentences with a list word and composing a paragraph to compare and contrast *agriculture* and *horticulture*. Students were assigned

evaluative marks for quiz completion: D-2, E-2, G-2, H-2, J-4, K-2. Students' paragraphs reflected weak knowledge of a distinction between *agriculture* and *horticulture*.

Objective 2: Section 1 collectively translated *ad carcerem* orally and students were assigned evaluative marks: A-0, D-3, G-3, J-3, K-3. Student A had just begun therapy for anxiety that was interfering with his functioning at home and at school.

Section 2 students collectively translated *Hermogenēs* from the textbook orally and were assigned evaluative marks: B-1, C-4, E-4, F-1, H-3, I-3. Students B and C continued to need extra support when translating; they were reluctant to participate in oral work most likely because other students were comparatively facile.

Students wrote translations and were assigned evaluative marks: *Hermogenēs* A-2, J-3; *Celer* (page 59) D-4, C-4, G-2, H-1; *in basilica* B-1, E-4, F-1, I-2, K-3.

Objective 3: Students drew on the translations completed thus far to develop dialogue and collaboratively produce and perform a play that included events portrayed in the first four stages of their textbook. Students were assigned sections of the textbook and expected to write that portion of the script. Once the script had been written, students typed the episodes and saved them on the school server. The teacher compiled the scripts in one document, and printed it. Students who were present and current with their assignments read the script and performed the scenes. Their participation was evaluated as follows: A-4, B-2, C-4, D-4, E-4, F-2, G-1\*, H-4, I-1\*, J-4, K-4.

\*The student produced a written script, but it was not complete at performance time.

### *Lesson five*

#### Vocabulary

pictorial

induce



deduce

irate

captive

mendacity

ambulatory

dormant

tradition

spectacle

### Objectives

1. Acquire English vocabulary related to Latin vocabulary presented in Stages 4 and 5 of the textbook.
2. Practice translating Latin sentences from Stage 5 with attention to the use of both accusative and ablative case nouns following prepositions.

### Activities

1. Survey the vocabulary page including the related Latin vocabulary and record the meaning of the Latin words.
2. Write dictionary definitions for the vocabulary words.
3. Review vocabulary from lessons 1-4 and discuss:
  - a. How are agriculture and horticulture similar? How are they different?
  - b. How are mendacity and probity related?
4. Use word sort cards to demonstrate comprehension of English vocabulary by matching vocabulary words with correct definitions.
5. Locate and write examples of Latin prepositional phrases (e.g., *ad urbem*, *ex urbe*) from textbook selections. Discuss orally the word endings associated with specific Latin prepositions with extra attention to distinguishing *in* for *in*, *on* from *in* for *into* and the application of *ē* (with consonant) or *ex* (with vowel).

6. Use sets of Latin phrase cards and associated English phrase cards to reinforce understanding of prepositional phrase translation.

#### Student responses

Objective 1: Students D, E, G, I, J, and K were together for the introductory class period, completed the written word study for List 5 individually, and were prepared to use them for the rest of the lesson activities. Students A, B, C, F, and H worked together with each student taking responsibility for two List 5 words. There was conversation among the five students as they made connections to other related words. For example, student H stated, “I know ‘amble’ means ‘walk,’ so ambulatory makes sense.” Due to time constraints, the teacher compiled their work and provided the completed set of information for them to use for subsequent activities.

All students were present for a group conversation about related words from Lists 1-5. Student B stated that gardening and farming are both involved in agriculture, student A associated *horticulture* with nurseries, and students E, J, and K maintained that *horticulture* is a subcategory of *agriculture*. Students E, H, I, and J were in agreement that *mendacity* and *probity* are antonyms. Due to time constraints, students agreed to continue the discussion of agriculture and horticulture with their language arts teacher. Evaluative marks were assigned based on both the written work and contributions to the oral conversation: A-2, B-3, C-3, D-3, E-3, F-2, G-1, H-4, I-3, J-3, K-4.

The quiz required students to write List 5 words on corresponding definition cards and evaluative marks were assigned as follows: A-1, B-0, C-2, D-4, E-4, F-0, G-2, H-4, I-1, J-2, K-1.

Objective 2: The eleven students were together for a discussion of prepositional phrases guided by the teacher. Specifics about the Latin prepositions, *ad*, *in*, *per*, and *ē* or *ex*, were arrived at by considering examples from the textbook and noting them on the chalkboard. Students could select to take notes while discussing or simply copy the notes upon concluding the discussion. Evaluative marks were assigned to the notes produced by each student: A-2, B-1, C-1, D-3, E-2, F-2, G-2, H-4, I-2, J-2, K-4. Prepositional phrase cards were added to the sets of cards available for students to employ in practicing essential Latin vocabulary.

### *Lesson six*

#### Vocabulary

cubicle	multiply
delight	disciple
consume	navigate
barber	navy
barb	surge
vocable	urban
vocal	urbane

#### Objectives

1. Develop and study an English vocabulary list related to selected Latin vocabulary.
2. Practice translating Latin sentences from Stage 5 with attention to the use of the third person plural linking verb, *sunt*, third person plural verbs, and plural nominative case nouns.
3. Demonstrate comprehension of translated Latin pieces by collectively producing a

script for the events told in Stage 5 of the textbook.

### Activities

1. Generate a personal vocabulary list by writing at least one English word related to each of the following Latin words: *barba*, *consumit*, *cubiculum*, *delectat*, *discit*, *multus*, *navis*, *surgit*, *urbs*, *vocat*.
2. After discussing vocabulary lists developed independently, write dictionary definitions for ten words (one for each Latin word) selected from the compiled list.
3. Demonstrate knowledge of ten selected vocabulary words and meanings by writing words correctly matched with provided definitions.
4. Orally and collaboratively translate introductory pages for Stage 5, *in theātrō*, in the textbook.
5. Write translations for Latin pieces selected from Stage 5: *actores*, *Poppaea*, a practice piece on page 77 from the textbook, and *āctōrēs adveniunt* (see Appendix D).
6. Write English dialogue based on a selected Latin piece from Stage 5 of the textbook.
7. Collaborate to compile and perform a script portraying events depicted in Latin pieces from Stage 5 of the textbook.

### Student responses

Objective 1: Section 1 students needed the teacher's assurance that they were indeed expected to use classroom resources to develop their own lists of English words. Once they had experienced the process of developing a list and studying their selected words, they demonstrated that they were learning the meanings. Section 2 students were generally more eager to develop their own vocabulary lists. They were inclined to think of English words that sounded similar to the Latin. Students B, C, and F needed direction

to examine word spellings to confirm similarities. Students E and H used dictionary etymologies to confirm the background of English words. All students were presented with the same compiled list of words from which to select their personal list of ten. Students were assigned evaluative marks for developing a list and selecting ten for which they wrote dictionary definitions: A-2, B-3, C-4, D-4, E-4, F-4, G-2, H-2, I-3, J-4, K-4.

Students chose study activities from those they had used for earlier lists to prepare for their quiz. Some students used vocabulary cards (C, F, H) and practiced them; others openly stated that they would “just remember the words” without any particular strategy (E, I, J, K). Students were not accountable to their teacher to turn in any particular study activity. The quiz entailed writing a word for each definition provided. Students were quizzed only on words that they had selected: A-3, B-1, C-4, D-4, E-2, F-1, G-3, H-3, I-3, J-4, K-4.

Objective 2: Section 2 students translated sentences of the Stage 5 introduction in turn. Student B was quick to recognize and comment that each pair of sentences was parallel: The first used a singular subject and the second, a plural subject. His observation was noteworthy because he rarely participated in class conversations without prompting from the teacher. Each Section 2 student wrote a second translation independently. Student E would not engage in the group oral translation, but selected to write three translations independently.

Section 1 students each wrote two translations with an option to collaborate on the writing of one. A, D, E, and K collaborated on a day that all eleven students were present together. Evaluative marks were assigned to written translations: *āctōrēs* A-4, B-1, D-3,

E-2, F- 3, G-1, J-4; *Poppaea* C-4, F-2, H- 3; *spectātōrēs* A-4, D-3, E-4, G-1, K-4;  
*āctōrēs adveniunt* E-3, I-3, J-3, K-3.

Objective 3: Students wrote dialogue for events presented in Stage 5. Evaluative marks were assigned to the scripts: *The Spectators* A-2, B-1, C-3, H-3, K-2; *The Actors* D-4, E-2, F-2, G-1, I-2, J-4.

The teacher compiled the script after individual pieces were submitted.

Performing the script with minimal props and costumes afforded every student the opportunity to summarize events presented in Stage 5.

### *Lesson seven*

#### Vocabulary

ancillary	mercantile
salutatory	amicable
recumbent	pecuniary
laudable	vituperative

#### Objectives

1. Reinforce comprehension of selected English adjectives related to Latin vocabulary.
2. Demonstrate ability to translate Latin sentences including all of the structural elements studied thus far with the addition of the use of imperfect and perfect Latin verb endings to indicate past tense.

#### Activities

1. Study words drawn from lists presented earlier in the unit.
2. Orally review vocabulary sentence completion and definition quizzes from lessons 2, 3, 4, and 5.

3. Write the Latin root words and English definitions for vocabulary words, each of which was presented earlier in this unit.
4. Complete a crossword puzzle including words selected from lessons 1- 6.
5. Orally translate *Eucliō et aulula*, a part of Activity 5.2, “Where is the gold?” from the workbook and note the distinction between *in* with ablative case (translates as “in” or “on”) and *in* with accusative case (translates as “into”).
6. Orally translate the introduction to Stage 6 in the textbook and note the verb endings that indicate past tense.
7. Write translations of Latin pieces selected from Stage 6 and *Eucliō et aulula* (see Appendix D).

#### Student responses

This lesson was begun upon the students’ return from a two-week vacation; new English vocabulary was not introduced.

Objective 1: Students A, D, E, G, H, I, J, and K competently studied the eight-word English vocabulary list by referring to their Latin textbooks and using the classroom dictionaries to write related Latin words and definitions of the English vocabulary.

Students B, C, & F worked with words orally with the teacher. Each of these students demonstrated a remarkable auditory memory for vocabulary.

Each student reviewed vocabulary selected from Lists 1-6 by solving a crossword puzzle, referring to the lists as needed. Many students were still uncomfortable with the problem solving process for crossword puzzles: Students F and H worked together; students A, G, and I turned in incomplete crosswords rather than working with reference materials to find solutions; student J was adamant about using ink and needed *Wite-out*®

to fix his work. Evaluative marks were assigned to the crossword exercise: A-3, B-1, C-4, D-3, E-4, F-4, G-3, H-4, I-4, J-4, K-3.

Objective 2: Students worked in groups as follows: A, B, F, J, K and C, D, G, H. Students E and I were absent for the initial oral work and wrote their translations independently.

Activity 5.2, “Where is the gold?” from the workbook was studied by each student group.

Students were instructed to read the historical information about the brief Latin play presented on the page and to look over the Latin piece before discussing of the piece. The intent was to talk about the story told in the piece and the strategies readers used to understand the story. Student K started writing when he received his copy and others did the same. Consequently, students A, B, F, J, and K wrote translations for ten minutes and spent the second half of their class time talking about their translations. Students C, D, G, and H were attentive to the instruction that they were to work orally and collaboratively, but they preferred to translate verbatim rather than risk telling the story without the certainty of exact Latin word meanings. Students were wary of Latin words that were new to them and requested word meanings from the instructor. These requests were answered with written conjugations of *sum* and *teneō*. Reminders to examine word endings assisted students to develop sentences that made sense in English. Student C pointed out the distinction between *in culīnā* and *in culīnam* which was critical to understanding the story.

Students translated the introduction to Stage 6 orally and collectively. Each wrote a translation for *Eucliō et aulula* and at least one piece from those presented in Stage 6. Evaluative marks were assigned to written translations: *Eucliō et aulula* A-2, B-1, C-3,



D-3, E-3, F-2, G-1, H-2 , I-4, J-3, K-2; *pugna* A-3, B-1, C-3, D-4, F-1, G-2, H-2, I-2, K-4; *Fēlīx* D-3, G-3, J-4; *Fēlīx et fūr* D-4.

Student D was eager to write translations and had developed confidence to do so independently outside of class. Since he was doing acceptable translations without teacher support, he was allowed to set his own pace until the group was prepared to study new conventions of Latin grammar.

### *Lesson eight*

#### Vocabulary

perambulator	consumption
affiliate	circumnavigate
patronize	Additional vocabulary
laudatory	avarice
invocation	imbibe
evoke	cantor
mendacious	conspicuous
delicacy	contentious

#### Objectives

1. Expand English vocabulary by adding words related to those presented in lessons 1-6.
2. Practice translating Latin sentences in stories and in isolation.

#### Activities

1. Study the vocabulary list and use a dictionary to provide definitions and parts of speech for each word. Section 2 students and students E, H, and I studied additional vocabulary words.

2. Select and complete one English vocabulary study activity from those listed:
  - a. Produce a memory game for matching each word with its definition.
  - b. Create an illustration for each of five or more words.
  - c. Use a dictionary to produce a list of the words with syllabication and pronunciation guides.
  - d. Write a crossword puzzle clue for each vocabulary word.
  - e. Incorporate five or more of your words in an English language account of Felix's experience with the thieves.
  - f. Propose an activity and check with me before beginning.
3. Work with assorted word card activities to associate Latin and English words and to reinforce English vocabulary comprehension.
4. Use the vocabulary words to complete sentences on a written quiz.
5. Translate 12 Latin sentences presented without the context of a story.
6. Write a translation for a Latin piece from Stage 6.
7. Study the vocabulary list as required to complete a second vocabulary quiz.

#### Student responses

Objective 1: Ten words derived from Latin vocabulary used in the textbook were presented and several students stated that they already knew the words. Since List 8 words are closely related to other words they studied earlier in the unit, this was not surprising, but the intention was to work with List 8 and connect it with previously studied words. Since students wanted "harder words," List 8a was provided, and study continued as planned. Students either worked with ten or fifteen words. Each student

selected a word study activity to complete independently. Selected tasks and evaluative marks were as follow:

Activity a. E-3, F-4, I-3

Activity b. A-3, B-2, C-1

Activity d. D-4, G-1, H- 3, J- 4, K-3.

Students were given a sentence completion quiz using List 8 words; evaluative marks were assigned: A-2, B-0, C-2, D-2, E-4, F-0 G-0, H-1, I- 1, J-2, K-0. Students B and F were provided with a word list printed at the bottom of the quiz page to aid in spelling, but they completed fewer than half the sentences correctly.

Because the majority of students had not apprehended the use of the vocabulary, further work was completed before proceeding to the next lesson. Students D, G, J, and K used the exercises entitled “Word Search” from their textbook to assess their own vocabulary knowledge. The work entailed looking at lists on pages 18, 32, 46, 66, 83, and 98 of the textbook; each lists seven words. Of the 42 words, students wrote those that we had not included in lessons 1-8 and definitions for those they personally had not encountered before. Students were encouraged to talk about the words as they worked, and they were assigned to study words that they had missed on their quiz along with a list of their “new words” compiled by the teacher. Personalized quizzes to match words with definitions were administered to this set of students. The evaluative marks that follow reflect work with the personal study lists and quiz completion: D- 4, G-1, J- 4, K-1.

Students A, B, C, E, F, H, and I studied lists 8 and 8a by writing the word, its Latin root, and its definition. A quiz to match Lists 8 and 8a words with definitions was administered with students choosing either to write their response or match word and

definition cards. The evaluative marks that follow reflect their written list and quiz completion: A-3, B-2, C-3, D-1, E-3, F-2, G-1, H-1, I-2, J- 3, K-2.

Objective 2: Written translation tasks were assigned to support each student's needs and reflect his or her level of attainment. In section 2, students B, C, and F translated *Fēlīx* orally under the teacher' guidance through line 9; each wrote translations of lines 10-12 outside of class.

Students E was not willing to engage in oral work; he wrote a translation for *Fēlīx et fūr* without input from other students or the teacher. His translating was presented verbatim with little attention to writing English sentences that communicated clearly.

Student A withdrew from translating in class unless prompted to participate in oral translations; he typed translations and submitted them electronically for this and subsequent lessons. He demonstrated general understanding of Latin vocabulary and story events despite mistranslating phrases occasionally.

Students D, G, H, I, J, and K translated part of *avārus* orally and collaboratively. They completed the written translation after class. Evaluative marks were assigned to written translations: *Fēlīx* A-3, B-2, C-2, F-2, I -2; *Fēlīx et fūr* A-2, D-4, E-2; *avārus* D-3, G-2, H-2, I- 2, J-4, K-3.

Every student was assigned a list of twelve isolated sentences to translate. The sentences used vocabulary encountered in Stages 1-5 of the textbook and employed present tense verbs. Sentence translation evaluative marks are as follow: A-4, B-0, C- 2, D-4, E-4, F-3, G- 2, H-4, I- 4, J-3, K- 4. Student F's assignment was modified to suit her need to reinforce vocabulary comprehension: She picked out Latin words from the sentences that were associated with English words we had studied and wrote the

corresponding English words. Student B was encouraged to do the same, but he declined and wrote just a few word translations.

*Lesson nine*

Vocabulary

ambulatory	dormitory	portable
ambulance	evoke	pulsate
audible	export	recumbent
auditory	gustatory	salutatory
circumspect	imbibe	sedentary
consumer	import	spectacle
consumption	inscribe	spectator
convene	insurgency	stationary
delectable	invocation	surge
delicacy	laboratory	vituperative
disgust	laudatory	vocation
dormant	laudable	

Objectives

1. Reinforce and demonstrate comprehension of previously studied English vocabulary related to Latin verbs.
2. Demonstrate ability to translate Latin sentences including the structural elements presented in Stages 1-6 of the textbook.

Activities

1. Examine 18, 25, or 32 words from the vocabulary list and determine the parts of speech for which each is used; place the words on a Venn diagram of verbs, nouns, and adjectives.
2. Determine a Latin verb from which each of the list words is derived.
3. Work with word and definition matching cards to reinforce comprehension of English word meanings.
4. Solve a crossword puzzle using words from your vocabulary list or demonstrate knowledge of word definitions by matching word and definition cards.
5. Translate 12 Latin sentences presented without the context of a story.
6. Write a translation for a piece from Stage 6, the introduction to Stage 7, or *fābula mīrābilis*.

#### Student responses

Objective 1: Students were given word lists based on their previous levels of attainment and demonstrated comfort level with vocabulary study: Students B and F studied 18 words; students A, C, G, and J studied 25 words; and students D, E, H, I, and K studied 32 words. Although the lists varied, students conversed effectively about determining parts of speech for their words, and they collectively contributed Latin words associated with the English vocabulary. The Venn diagram template allowed for listing words that function both verbs and nouns or as nouns or adjectives. In each group, a student asked where to place a word that functions as all three (students D and E), and they were instructed to devise a strategy if that were the case. Evaluative marks were assigned to the completed Venn diagrams: A-3, B-1, C-3, D-3, E-3, F-3, G-0, H-1, I- 3, J-3, K-3. Student G did not consult a dictionary and assigned each word to just one part of speech. He was

more invested in finishing the page than engaging in conversation about words. When asked about the page privately, he capably identified words can be used as two different parts of speech.

Students chose between completing a crossword puzzle and matching word cards with definitions to demonstrate their vocabulary knowledge. Those working with cards were given more definitions than words to compel them to choose rather than simply establish pairs. Evaluative marks were assigned to the tasks: A-3, B-4, C-4, D-4, E-4, F-4, G-4, H-4, I-4, J-4, K-1. Student K had worked quite effectively with the words, but had not reviewed his list to prepare for the quiz. He had great difficulty recalling list words to complete the crossword, and he gave up quickly.

Objective 2: Except for student E, Section 2 worked with a set of 12 Latin sentences in isolation from stories in the textbook. The sentences incorporated all elements of Latin grammar covered in this unit of study except the use of perfect and imperfect verbs, an element introduced in the final portion studied by the entire class. Evaluative marks were assigned based on literal translation and proper English word order: B-1, C-3, F-2, H-4, I-4.

Section 1 and student E, an eager translator, continued to translate items from the textbook. Although no Latin grammar instruction was provided to the group, some students began to translate pieces from Stage 7 in which the Latin pieces employ imperfect, perfect, and present tense as characters relate events from the past and employ dialogue in present tense. Evaluative marks were assigned to translations: *avārus* A-3, E-2; Stage 7 Introduction G-4; *fābula mīrābilis* D-3, J- 4, K- 3.

*Lesson ten*

## Vocabulary

affiliate	filial	navigate
agriculture	forum	occupation
amicable	horticulture	paternal
ancillary	impecunious	patronize
circumnavigate	juvenile	pecuniary
cubicle	maternal	pictorial
cubby	matrilineal	suburb
culinary	mendacious	turbulent
dominate	mendacity	urban
dominion	mercantile	urbane
fabulous	naval	

## Objectives

1. Reinforce and demonstrate comprehension of previously studied English vocabulary related to Latin nouns.
2. Practice translating Latin passages that include sentence structure elements encountered in Stages 1-6 of the textbook.

## Activities

1. Work with a list of Latin nouns to give the meaning of each and an English vocabulary word associated with it.
2. Examine the English vocabulary and determine the Latin noun with which each word is associated.
3. Complete a vocabulary study activity assigned from those listed:



- a. Write dictionary definitions for English vocabulary words.
  - b. Write a summary of the event presented in Stage 6 of the textbook; use at least seven words from lesson 10 in the piece.
  - c. Practice associating words and definitions using word cards.
4. Complete activity 6.1, “What is happening?” from the workbook, an exercise requiring selection of correct Latin verbs to complete sentences and translation of the sentences.

#### Student responses

Objective 1: Students in each section worked with a comprehensive list of Latin nouns that had been used throughout the unit of study and from which English vocabulary was derived. In each section students were assigned one half of the list or the other to work with in class. Each student developed a list of English vocabulary words by referring to previous lists or recalling from memory the words associated with the Latin nouns. The resulting lists were discussed in class, and students were then presented with individual study lists adjusted to suit their readiness level: students F and K studied 16 words; A, C, and I studied 25 words; and D, E, H, J, and K studied 35 words. Evaluative marks were assigned for the study activities:

Write dictionary definitions for English vocabulary words. A-1, C-4, E-4, H-2, I-2

Write a summary of the event presented in Stage 6 of the textbook; use at least seven words from lesson 10 in the piece. D-2, G-1, J-3, K-1

Practice associating words and definitions using word cards. B-1, F-3

Students completed crossword puzzles that incorporated only the words they had studied for Lesson 10. Evaluative marks were assigned: A-3, B-2 , C-3, D-3, E-4, F-1, G-2, H-4, I-4, J-4, K-4.

Objective 2: Most students had demonstrated a mastery of Latin sentence structure and basic vocabulary presented in Stages 1-5; many were competent with the imperfect and perfect tense forms presented in Stage 6. The Latin activity for this lesson focused on working with sentences containing imperfect or perfect verbs. Eight items required the student to select the correct Latin verb to complete a sentence and to translate the sentence. Evaluative marks were assigned to correct verbs and fluent written English sentences: A-4, B-2 , C-4 , D-4, E-4, F-2, G-4 , H-4, I-2, J-4, K-3.

**Appendix D: Latin Translation Pieces**

These pieces were developed to challenge students to translate without looking at illustrations; they employ vocabulary and grammar elements from *Cambridge Latin* (Phinney, Belle, & Romaine, 1988).

**Lesson Two: Grumiō et amicus**

Grumiō amicum visitat. amicus Grumiōnis est servus. Grumiō villam intrat. Grumiō Cerberum in atrio videt. Grumiō Cerberum salutatur et canis latrat.

"pestis!" Grumiō clamat. Cerberus exit.

Grumiō culinam intrat et amicum videt. amicus cenam coquit. Grumiō cibum gustat. cibus est optimus. Grumiō amicum laudat. Grumiō et amicus dominum audiunt et exeunt. dominus est iratus.

**Lesson Three: in foro**

Caecilius non est in villa, sed in foro laborat. argentarius est et pecuniam numerat. forum circumspectat.

ecce! pictor in foro ambulat. pictor est Celer. Celer Caecilium salutatur.

tonsor quoque est in foro. tonsor est Pantagathus. Caecilius tonsorem videt et salutatur.

"salve!" Pantagathus respondet.

ecce! venalicius forum intrat. venalicius est Syphax. venalicius mercatorem expectat, sed mercator non venit. Syphax est iratus et mercatorem vituperat.

**Lesson Three: tonsor**

tonsor in taberna laborat et Caecilius intrat.

"salve, tonsor!" inquit Caecilius.

"salve!" Pantagathus respondet.

tōnsor est occupātus. senex in sella sedet. Pantagathus novāculam tenet et barbam tondet. senex novāculam intentē spectat. poēta tabernam intrat et versum recitat. Caecilius rīdet, sed tōnsor nōn rīdet. versus est scurrīlis; tōnsor est irātus.

“furcifer!” clāmat Pantagathus.

senex est perterritus. tōnsor barbam nōn tondet, sed senem secat. Caecilius surgit et ē tabernā exit.

### Lesson Three: pictor

Celer pictor ad vīllam venit. Celer iānuam pulsat, sed Clēmēns pictōrem nōn audit. servus est in hortō, et Celer clāmat. canis Clerem audit et lātrat. Quīntus canem audit et ad iānuam venit.

Metella est in culīnā. Quīntus mātrem vocat et Metella atrium intrat. pictor Metellam salūtat. Metella pictōrem ad triclīnium dūcit.

Celer in triclīniō pictūram pingit. magnus leō est in picturā. leō Herculem ferōciter petit, sed Herculēs magnum fūstem tenet et leōnem verberatō. Herculēs est fortis.

Caecilius ad vīllam revenit et triclīnium intrat. pictūram intentē spectat et laudat.

### Lesson Four: Hermogenēs

Caecilius est in forō. Caecilius argentāriam habet. Hermogenēs ad forum venit et Caecilium salūtat.

“ego sum mercātor Graecus,” inquit Hermogenēs. “ego sum mercātor probus. ego pecūniam quaerō.”

“cūr tū pecūniam quaeris?” inquit Caecilius.

“ego nāvem habeō,” respondet Hermogenēs. “sed nāvis est in Graeciā. ego sum mercātor probus. ego semper pecūniam reddō.”

Caecilius pecūniam trādit. mercātor pecūniam capit et ē forō currit.

ēheu! Hermogenēs pecūniam nōn reddit.

#### Lesson Six: āctōrēs adveniunt

turba advenit urbem. puerī et puellae in turbā sunt. fēminae et senēs quoque in turbā sunt.

hodiē servī nōn labōrant et mercātōrēs nōn occupātī sunt. Pompēiānī sunt ōtiōsī.

magnus clāmor est in urbe. turba ad theātrum contendit. agricolae et nautae urbem petunt.

pastōrēs dē monte veniunt et ad urbem contendunt. turba per portam ruit.

nūntius clamat: “Priscus fabūlam optimam dat. Actius et Sorex sunt āctōrēs et in theātrō sunt.”

Caecilius et Metella ad theātrum ambulant. Grumio in vīllā manet.

#### Lesson Seven: Eucliō et aulula

Eucliō est senex et avārus. intrat vīllam et cēlat aululam sub tunicā. senex cibum nōn emit sed est nōn pauper.

amīcus aululam cōnspicit. Eucliō est perterritus. exit et cum aululā in culīnam currit.

avārus aululam in culīnā cēlat et revenit.

“nunc sum pauper” inquit Eucliō amicō. Congriō multum aurum in aululā invenit.

nunc Congriō est nōn coquus pauper. coquus subitō ē culīnā currit et aululam tenet.

Eucliō aululam cōnspicit et īrātus est.

“tū es nōn dominus! aululam est meam!” clāmat Eucliō. “ tū es furcifer!”

senex aululam rapit. coquus in culīnam currit.

**Appendix E: Assessment Instruments**

## Linking Latin and English Pretest

Name\_\_\_\_\_

Write the English word or words for these Latin prepositions. Then provide an English word that uses the Latin preposition as a prefix.

1. a, ab
2. ad
3. circum
4. de
5. e, ex
6. in
7. per
8. post
9. sub
10. super

Write an English sentence for each word.

1. edifice
2. agitate
3. ambulatory
4. amicable
5. apparition
6. ardent
7. benign
8. circumspect
9. complement
10. cupidity

11. dubious
12. recumbent
13. explicative
14. familial
15. turbulent

Write the story in your own words.

### Herculēs et leo

Herculēs magnum leōnem audit. leō ē cavernā venit. Herculēs nōn est perterritus. leō salit et Herculem petit. hērōs est fortis.

“pestis!” inquit Herculēs.

hērōs sagittam conicit. sagitta leōnem pulsatur, sed mōnstrum nōn secatur.

“ēheu!” inquit Herculēs.

hērōs fūstem tenet et leōnem verberat. leō rīdet; leō quoque est fortis.

Herculēs est irātus. “pestis! furcifer!” clāmat et leōnem strangulat.

## Linking Latin and English Unit Post Test I

Name Subjects B and F

Date \_\_\_\_\_

### I. Complete each sentence with one of the vocabulary words listed. (10)

agriculture	dormitory	spectacle
amicable	invocation	stationary
ambulatory	portable	surge
circumspect	recumbent	turbulent

1. We watched a movie on the \_\_\_\_\_ DVD player in Dad's car while we rode to the game.
2. The canoe nearly overturned in the \_\_\_\_\_ river.
3. When I go to college I would rather live in a \_\_\_\_\_ than in an apartment.
4. Steve lay \_\_\_\_\_ on the couch watching the Packers on TV.
5. After Joyce drank some Gatorade™, she experienced a \_\_\_\_\_ of energy and finished the race.
6. Fireworks are a \_\_\_\_\_ of light and color that we look forward to each summer.
7. The \_\_\_\_\_ patient was allowed to get up and walk around while recovering.
8. The sisters came to an \_\_\_\_\_ agreement for dividing up the toys between them.
9. Deciduous trees are in a \_\_\_\_\_ state during winter.
10. \_\_\_\_\_ of cat spirits served to guard against rats and mice.

### II. Write the English words for each Latin phrase. (8)

ad vīllam

ē forō

in culīnā

per viam



III. Based on your understanding of Latin words provided in parentheses (), write the letter of the appropriate definition next to each word. (10)

- |                           |   |
|---------------------------|---|
| ___ affiliation (filius)  | a. motherhood   |
| ___ delicious (delectat)  | b. an assembly of those who have been called together       |
| ___ predominant (dominus) | c. to make young again                                      |
| ___ inscription (scribit) | d. things passed down from one's father or ancestors        |
| ___ rejuvenate (iuvenis)  | e. connection or association                                |
| ___ maternity (māter)     | g. to carry from one place to another                       |
| ___ patrimony (pater)     | h. having superior strength or authority                    |
| ___ spectacular (spectat) | i. very pleasing to the taste                               |
| ___ convocation (vocat)   | j. a brief dedication written in a book or on a work of art |
| ___ transport (portat)    | k. of, or related to being an impressive display or show    |

IV. Read and translate the brief Latin story. You may write words between the lines of Latin as you read. Write your complete English translation below the Latin. (30)

### CERBERUS

Caecilius et Metella in hortō sedent. Quīntus in tablīnō scrībīt. Grumiō in  
 1 1 1 1 1 1 1 1 1 1  
 culīnā dormit. Cerberus est in viā.  
 1 1 1 1 1  
 Cerberus culīnam intrat et circumspectat. Cerberus cibum videt. canis cibum  
 1 1 1 2 1 1 1  
 cōnsūmit. Grumiō surgit et īrātus est. “pestis!” coquus clāmat. Cerberus exit.  
 1 1 1 1 1 1 1

30 total points: A point is awarded for each distinct Latin word translated correctly when it first appears. An additional point is awarded for each instance in which the sentence includes correctly translating a noun as direct object.

## Linking Latin and English Unit Post Test II

Name Subjects A, C, G, and I

Date \_\_\_\_\_

## I. Complete each sentence with one of the vocabulary words listed. (10)

agriculture	dormitory	spectacle
amicable	invocation	stationary
ambulatory	portable	surge
circumspect	recumbent	turbulent

1. We watched a movie on the \_\_\_\_\_ DVD player in Dad's car while we rode to the game.
2. The canoe nearly overturned in the \_\_\_\_\_ river.
3. When I go to college I would rather live in a \_\_\_\_\_ than in an apartment.
4. Steve lay \_\_\_\_\_ on the couch watching the Packers on TV.
5. After Joyce drank some Gatorade™, she experienced a \_\_\_\_\_ of energy and finished the race.
6. Fireworks are a \_\_\_\_\_ of light and color that we look forward to each summer.
7. The \_\_\_\_\_ patient was allowed to get up and walk around while recovering.
8. The sisters came to an \_\_\_\_\_ agreement for dividing up the toys between them.
9. Deciduous trees are in a \_\_\_\_\_ state during winter.
10. \_\_\_\_\_ of cat spirits served to guard against rats and mice.

## II. Write the English for each Latin prepositional phrase. (8)

ad (2)

cum

ē, ex

circum

in (2)

per

## III. Place the letter of the appropriate definition next to each word. (12)

___ affiliation	a. motherhood
___ captivate*	b. an assembly of those who have been called together
___ delicious	c. to make young again
___ predominant	d. things passed down from one's father or ancestors
___ reverberation*	e. connection or association
___ rejuvenate	f. to carry from one place to another
___ maternity	g. to hold the attention of, as by beauty or excellence
___ patrimony	h. very pleasing to the taste
___ spectacular	i. a brief dedication written in a book or on a work of art
___ convocation	j. of, or related to being an impressive display or show
___ transport	k. having superior strength or authority
___ inscription	l. a reechoed sound

\* These were not counted in the final scoring of English vocabulary.

## IV. Read and translate the brief Latin story. Write your English translation below the Latin.

## EUCLIO ET AULULA

Eucliō est senex et avārus. aululam sub tunicā cēlat. multa pecūnia est  
 1 1 1 1 1 2 1 1 2 1 (+1) 1  
 in aululā. Eucliō vīllam exit. “ego sum pauper,” clāmat Eucliō.

1 21 1 1 1 1 1  
 amīcus Eucliōnem salutāt. aululam cōspicit. “tū es nōn pauper,” inquit  
 1 1 1 1 2 1 1 1 1  
 amīcus.

Eucliō est perterritus. Eucliō cum aululā in vīllam currit. aululam in culīnā cēlat  
 1 1 1 1 1 1 2  
 et revenit. “nunc ego sum pauper” inquit Eucliō amicō.\*  
 2 1

Congriō in culīnā aululam videt. coquus aululam rapit et ē culīnā currit. “nunc  
 1 1 1 1 1  
 ego sum nōn coquus pauper! sum dominus!” clāmat Congriō.  
 2 1

Eucliō aululam cōspicit et īrātus est. “tū es nōn dominus! aulula mea est!”  
clāmat Eucliō. “tū es furcifer!”  
senex aululam rapit. coquus in culīnam currit.

clāmat Eucliō. “tū es furcifer!”

senex aululam rapit. coquus in culīnam currit.

56 total points: A point is awarded for each distinct Latin word translated correctly when it first appears. An additional point is awarded for instances in which the sentence includes correctly translating a noun as direct object (repetition of *aululam* were not counted).

\*The word, *amicō* (*to the friend*) is dative case, a grammar element that was not on the pretest. For purposes of this study, no points have been awarded.

## Linking Latin and English Unit Post Test III

Name Subjects D, E, H, J, and K

Date

I. Write a definition for each word. (12)

1. amicable
2. dormant
3. sedentary
4. ancillary\*
5. pulsate
6. stationary
7. invocation
8. recumbent
9. turbulent
10. circumspect
11. insurgency
12. vocation\*

\* These were not counted in the final scoring of English vocabulary.

Sections II, III, and IV are identical to *Linking Latin and English Unit Post Test II*.