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(These notes represent my own understanding of what I heard and saw. Any errors of understanding are my own. This document should never be used as a source for quotations or Justin's opinions, unless you have specifically confirmed whatever the detail is with him..)

Commenting is now enabled so you can ask questions!

- Foci of workshop: use of Latin by teacher & students; reading advanced Latin; differentiation.
- Shallow end ideas for integrating more Latin into your teaching:
 - Daily Routines- the things you do anyway (quis abest? qui dies est? quale est caelum?)
 - Rejoinders
 - comprehension questions
 - rely on language that's already there in the text or conversation
 - picturertalk
- Goal of using Latin is
 - to normalize the idea that the Latin words MEAN things, *per se*, not just as equivalents for English or whatever other language.
 - give students opportunities to hear Latin being spoken in a comprehensible way
- "There is no hard grammar" idea: anything in A&G can be used in conversation with your students & targeting it if you want to.
 - e.g. quid faceretis si hodie non dies solis esset sed dies Lunae esset?
- Circling
 - is not an activity. It is a thing that we do when a sentence happens, sometimes.
 - Good for: repetition, simple syntax review, clarification of discrete vocabulary & meaning, checking comprehension, discovering a more interesting way for the conversation to go (e.g. ubi sunt tres puellae? in vacca, in pictura... in ATLANTIDE?)
 - Bad for: boring the heck out of students, so if they're all with you, MOVE ON
 - 3 types: yes/no, either/or, q-word/open-ish-ended, and type #4, extension questions (really open ended)
 - can have kids write answers on white boards to give slow processors more time and also get more specific data on which kids are with you & which aren't
 - ideas for self scaffolding: Terry Waltz's circling deck, your own version of that, signs on your wall, question word signs, hidden notes for yourself wherever you tend to lean
 - Shadows (h/t Terry Waltz): alternative answers in either/ors are a good way to sneak in other vocab. so if your sentence is "in hac pictura sunt tres puellae" and you need to teach turtles you can ask "in hac pictura sunt tres testudines an tres puellae?" sets up vocab in advance
 - break up long sentences with lots of subordinate clauses into little shorter declarative things
- 1 minute rule of quirkiness - see blog post
- fun stuff
 - brain breaks: rock paper scissors with ovum / pullus / draco version or follower-leader version. does the rock-paper-scissors-shoot part with hendecasyllabics.
 - call & response: call & response: clap shave & haircut, audience claps 2 bits.

- different kinds of applause: golf clap, fireworks applause
- Why do this spoken Latin thing?
 - to get the real benefits of bilingualism. learning ABOUT the language doesn't get you those.
 - ethical requirement on teachers' part to make sure Latin meeting foreign language requirement ACTUALLY does what that requirement is supposed to do, which is benefits of bilingualism
- Reading Latin: Some principles.
 - To read any level of Latin well, first get lots of experience reading the 'next level' down. e.g. if there are 20 levels of Latin reading skill, and you're at level 13, read a lot of 12.
 - except irl we really only have like a very few worth reading texts at level 1 & the other low levels, and literally tens of thousands in the medium-high kind of area, and then very few again at the 20 level.
 - Explicit linguistic knowledge does not make you able to read more advanced texts. Does not close the gap between ability and text.
 - although it might help you cope with not being able to read too-advanced texts (vid. e.g. Bill VanPatten "Why Explicit Knowledge Cannot Become Implicit Knowledge." [2016] *Foreign Language Analysts*.) (helps you cope a little with the size of the gap)
- Reading Latin: Solutions?
 - more aural input
 - re: literacy:
 - erfoundation.org (extensive reading foundation)- spend time on there, lots of advocacy materials to help explain why this stuff is important.
 - at the early levels, literacy is being able to recognize on the page what you could recognize when someone says it aloud. e.g. equivalency between "What's over there?" and the sound & thus meaning thereof.
 - at higher levels you get to the things that people don't really say, i.e. gets beyond how people really speak. i.e. "literary" texts, too difficult to process in real time
 - Shift between those levels is a HUGE.
 - If students don't get enough aural input, that gap is at a really low level, so what we need is a butt ton of aural input and easy readers that hooks up with that level of input.
 - easy readers
 - embedded or tiered readings
- Breaking down a text for teaching (Phaedr. 3.5)
 - How he preps: pre-reading activities like PQA
 - linguistic - by phrases & idioms (in broad sense)
 - tanto melior - wtg buddy, that's more like it!
 - spes fefellit
 - poenas persolvit
 - sic prosecutus = "then he went on in this way," sort of thing.

- conceptual - “thematically” = universal human experiences
 - low level: umquamne aliquo lapidem impegisti? umquamne aliquis tibi lapidem impegit? (low level conceptual intro bc it’s not really the real theme but it’s a pretty important structure to work out for the story)
 - high level might be more about have you ever been punished to an unjust degree? have you ever angered the wrong person?
- “cultural” (“just in time” not beforehand): embedded in whole thing but whatever sometimes we need to point out certain things
 - e.g. money (assis), punishments (differing depending on money/power, types thereof), what is Aesop’s responsibility here? ,
- “literary” - ??
- some other reading activities (look on todallycomprehensiblelatin for these too)
 - possible (fieri potest), probable (verisimile est), impossible (fieri non potest) - POSTreading activity
 - who would say? / quis dicat?
- a note for me:
 - heri dies Saturni fuit / erat: erat if you’re setting up a narrative, fuit if you’re just kind of stating the fact.
 - equivalent for ‘aw shit’ = malum
 - high FUNquency vocab: quatite!
 - apricus a um - wicked sunny, basking in the sun
 - multoties
 - suffragemini
 - fere (question: what is fere vs paene?)
 - subruber = reddish
 - mulgeo mulgere mulsi mulsum -> eng. **emulsifiers**
 - impingo, impingere, impegit, impactum
 - he has a sign for equivalency, e.g. poenas persolvit = poenas dedit. and also one for opposite.
 - sermones raedarii by Alexander Veronensis