

Latin Practicum Details

1.) The Backbone of an Education: Why Latin Again? (KM + TG)

Despite the numerous defenses that exist for studying Latin in the contemporary world, it is still very common for students, parents, and even teachers to question why we go to the trouble of studying Latin. There are deeply compelling answers to this question, but they are, at the same time, complex and not easily reduced to the kind of pithy response that people of our day and age are often looking for. Since learning Latin is truly difficult for students and often their parents, it is absolutely essential that administrators and teachers at every level be able to explain why Latin is worth the effort.

This talk will first address the deeper reasons for studying Latin, going far beyond “it’s worth 200 points on your SAT” and “it’s good for your brain.” Second, it will cover practical strategies for answering this question for different kinds of audiences in a way they can appreciate. Participants will come away better prepared for those difficult but absolutely essential conversations with students, parents, and colleagues.

2.) The Middle Road: Grammar, Composition, Speaking, and Listening (TG)

Although there are a number of effective methods and exercises for teaching a second language like Latin, teachers are often tempted to overemphasize their personal favorites to the neglect of the others. There are, however, a number of important advantages to employing a wide variety of methodological approaches in the classroom: first, it allows each student to learn of and take advantage of their own natural strengths; second, it works a broader range of intellectual skills; and third, it exposes each student’s personal weaknesses and gives them opportunity to work on them. This talk will help teachers at all levels learn how to use a wide variety of exercises in their classrooms, including those in theory and imitation, analysis and composition, translation and conversation, vocabulary and structure. Participants will come away with all sorts of practical ideas for teaching their material in different ways.

3.) A View of the Summit: Reading for Comprehension (KM)

The highest mark of achievement in the study of any classical language is the ability to read ancient literature, such as the Scriptures and the great classics of the Greek and Roman civilizations, in the original language with some ease and without a dictionary. This is a formidable mountain of difficulty, but nonetheless the mountain up which every Latin and Greek teacher should be leading their class. Most students (and even teachers) will ultimately never attain to the summit, but they will reap far more and richer fruit from their studies than if they had set their sights lower at the outset. The further they make it up, the more they will benefit.

Therefore, with reading ancient literature as our goal, students ought to begin reading early and often, both prepared passages and sight readings. This talk will assist teachers at all levels with the techniques and tools for training students to read authentic Latin. We will also discuss how to implement reading comprehension exercises in both Latin and English. In order to better equip

attendees for such reading, suggestions and samples of age-appropriate reading will be provided. Participants will come away with techniques and tools to train students to read Latin and enjoy Latin literature.

DINNER BREAK

4.) Basecamp: Beyond Chants (TG)

One of the primary purposes of an elementary Latin program is to prepare students for their Latin studies in junior high and high school. Too often, however, because of a sharp disconnect between elementary and secondary Latin programs, students find themselves effectively starting over in Latin in the seventh grade. This talk will cover several models of progression from elementary to secondary Latin in which each program is reinforced by the other. Among other topics, we will discuss vertical alignment, solutions for transfer students, and how to build a solid foundation in vocabulary, culture, and morphology. Participants of all levels will come away with practical ideas of how to coordinate a successful Latin program and how to truly prepare students for the climb that awaits them.

5.) Respite during the Ascent: Games, Activities, and Supplements (KM)

Sometimes the best way forward is sideways. Games and activities may seem to some like an inefficient use of class time and an interruption in a class's progress. However, research and experience has proven time and again that the more senses used to learn something, the better that lesson is retained. The more ways in which we can approach learning a new concept, the more likely we are to engage students in a variety of learning approaches that will help them to understand and absorb these concepts. This presentation will provide interactive lessons to engage students of all ages and stages (and their teachers). From nature walks to biology talks, from vocabulary games to creative compositions, there is something here to engage every learner in the love of Latin as they improve their language skills.

6.) Further Up, Further In: Continuing Education (TG + KM)

As classical educators our goal is to train students to be lifelong learners. It is our hope that the foundation we provide for them in the study of classical languages will serve them well for decades to come regardless of the future calling the Lord has for them. If we are to train them for lifelong learning, then we ourselves should model that same pursuit. We should take the time to refresh ourselves in the study of our chosen field or related pursuits. In doing this we not only model learning and the joy of learning for our students, but we are also certain to fine-tune our own skills and encourage our own passion for study. Our final session for the day will conclude with an exhortation and practical guide for continuing education in Latin. The presenters will, sharing their own experiences, recommend some exciting opportunities for further education, both formal and informal, in the areas of classical language, history, and culture.



Tim Griffith is a fellow of classical languages at New Saint Andrews College, where he oversees the Latin program, directs the national Phaedrus Latin Composition Contest, and translates sixteenth-century Latin theological texts for Wenden House. He has dedicated the last 15 years to Latin pedagogy, drawing heavily on the work of the great Latin educators of history such as Erasmus, Commenius, W.H.D. Rouse, and Hans Ørberg.



Karen Moore has filled both teaching and administrative roles at Grace Academy of Georgetown, a classical Christian school in central Texas, where she has built the 3rd–12th grade classical language program. She holds a BA in classics from the University of Texas at Austin. She has over 15 years of experience teaching Latin, Greek, and ancient humanities in classical Christian schools. Karen also serves Grace Academy as the sponsor for their award-winning chapter of the Junior Classical League. She is the author of the Latin Alive! Reader: *Latin Literature from Cicero to Newton*, multiple Latin texts and the Latin for Teachers Training Program, all published through Classical Academic Press. Karen blogs on all things Latin at www.lataliveonline.com. She and her husband, Bryan, are the proud parents of two children at Grace Academy and one Grace Academy graduate.