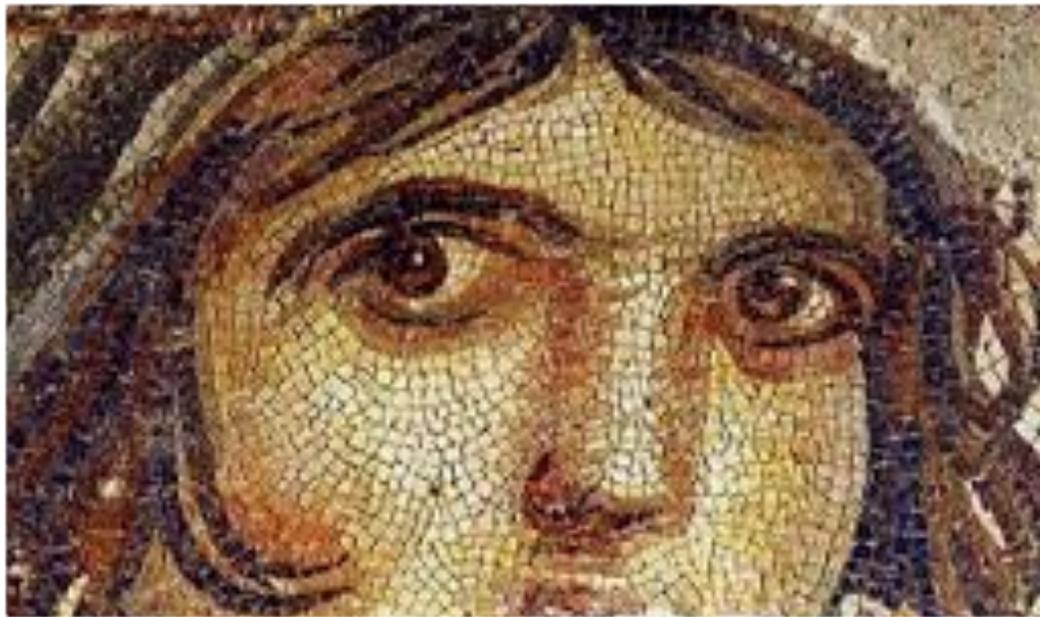


The CAMel Courier

Amicorum inter se communia sunt omnia



CAM Spring Meeting

Saturday May 6 10 - 2 pm

This year our Spring Meeting will be hosted once again at Westwood High School in Westwood, MA. We're still finalizing the program, but expect an exciting mix of pedagogy, lectures, and an immersive Latin reading. More details and registration available soon at massclass.org.

1

THURSDAY APRIL 6

Classics Day
Holy Cross
Worcester

2

JUNE 11-29

Active Greek Summer
Institute
Bridgewater State

3

JULY 10-15

CANE Summer Institute
Brown University



Reading Journal
Holly Engvall shares her techniques!



Language Fair
How one school showcases student work.

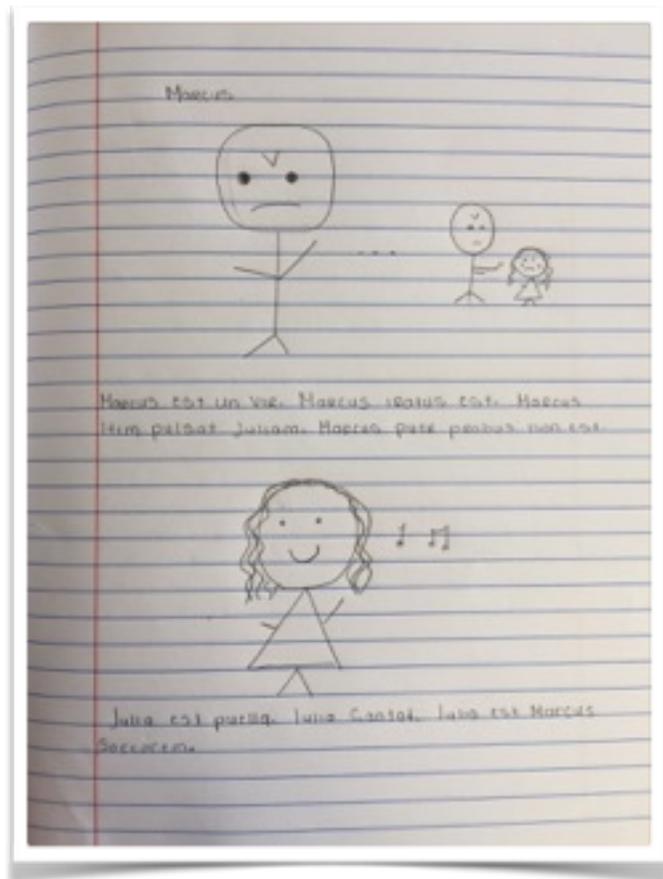


In Memoriam
We remember Marjorie Keeley.

Reading Journals in the CI Classroom

Holly Engvall, East Boston High School

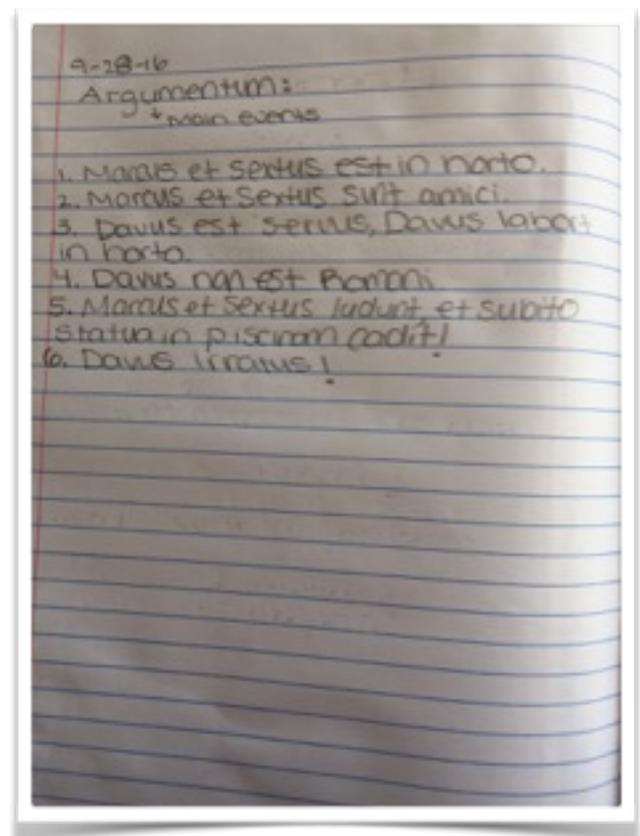
When I first started teaching, I often stood in the front of the room delivering content to students while they passively sat and listened, repeated or chanted words and phrases, or took notes. As we all know, this teaching style does not contribute to good classroom management,

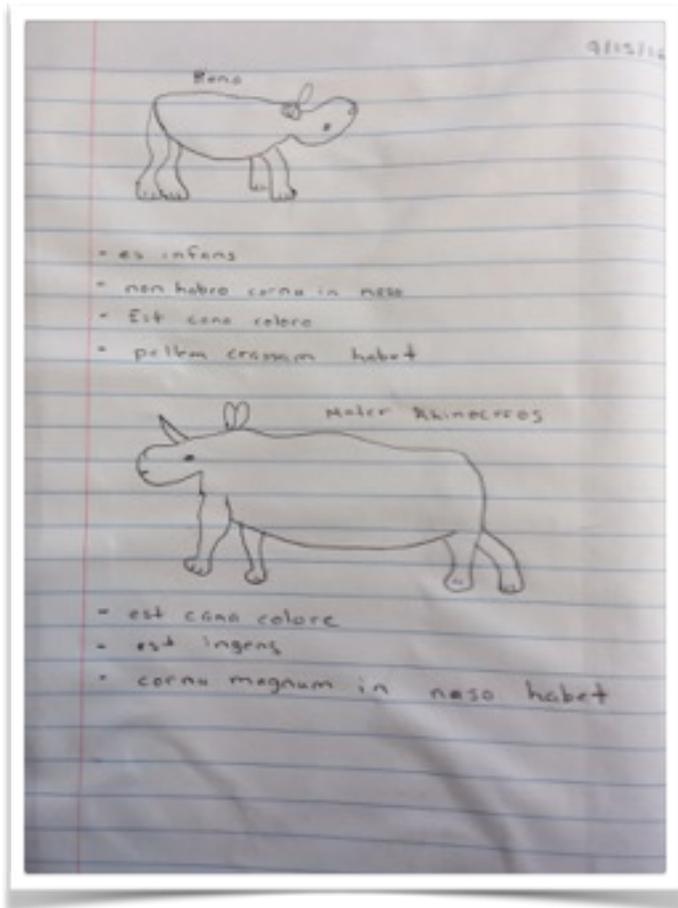


nor is it sufficient for students to develop mastery. Eventually, I fixed this problem by adding group work that involved drills, translations, and cultural activities.

Right around the time I felt I had finally achieved a balance between teacher-centered and student-centered activities, I learned about the CI/Communicative method of teaching and decided to completely transform my classroom. I soon found that the group work assignments and materials that I had created for a grammar-translation curriculum were not aligned with the new language goals that I had for my students and I had to abandon them—which landed me back where I was before: standing in front of the classroom, delivering comprehensible input to the students as they listened.

For the past couple years, I have been on the search for ideas and materials that I could use to turn my teacher-centered classroom back





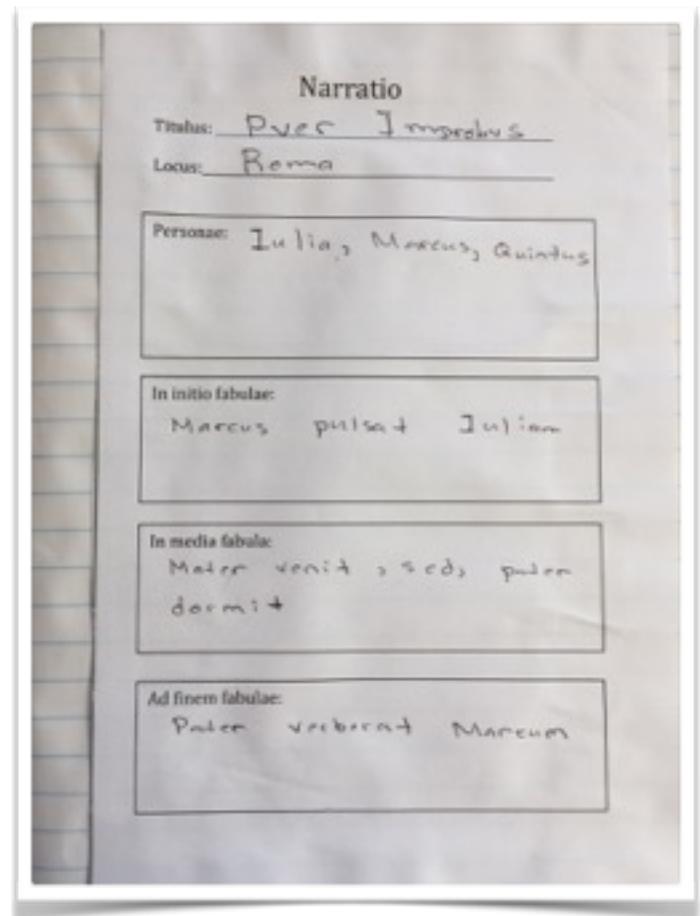
difficulty (either because it's glossed or contains mostly vocabulary that they know).

Next, instruct your students to read the passage for a set amount of time (usually 10-15 minutes for a shorter passage, 20-25 for a longer one.) You can also have the students employ various reading strategies during the reading time as well, such as making a list of unknown words and writing a guess of what they think it means, writing a list of words that they learned from the text, writing down as many synonyms or antonyms as they can find in the text, or other tasks that help to build vocabulary and reading skills.

After the reading time is up, you may need to allow some students to continue to reading if they need to, but those who are ready can begin working on a story map (narratio). The

into a student-centered classroom. One of the activities that I have incorporated into my weekly routine is the Reading Journal. This is a strategy that is employed in low-level ESL classrooms and it, like many other ESL activities, can be easily adapted for use in the CI/Communicative Latin classroom. It takes a full 80-minute period and can be completed on up to a weekly basis, depending on the needs of your classroom. It is a great tool for encouraging and fostering independent reading of simple Latin texts.

Here's how it's done. First, instruct your students to bring in a notebook that is dedicated solely for the purpose of the reading journal. An alternative to this would be to have your students create a section in their binders for this purpose. Then, hand out a simple Latin text that your students can read with minimal

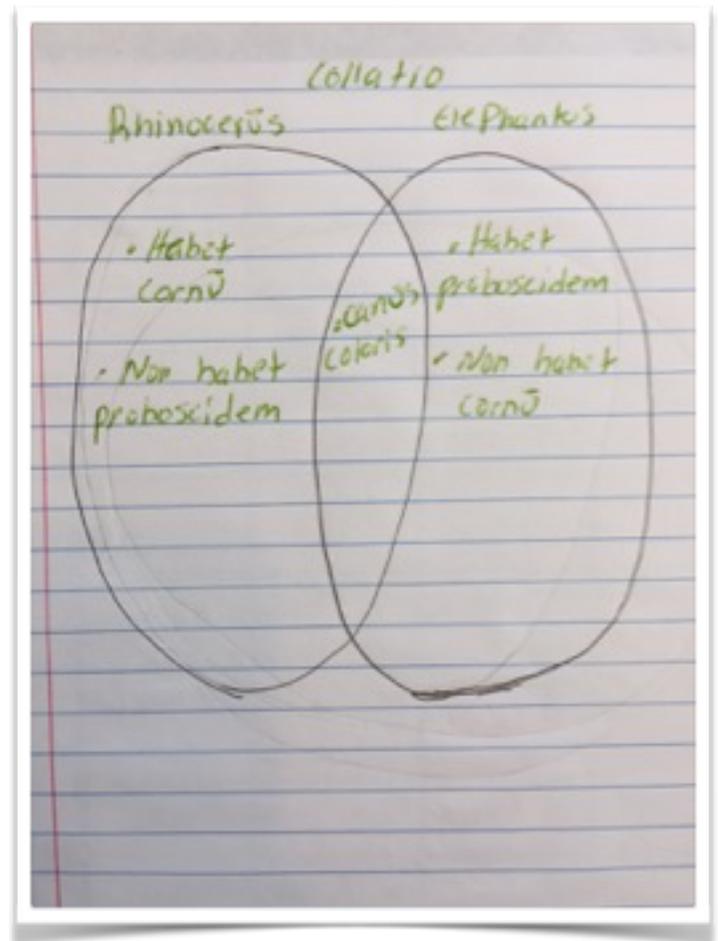


Narratio requires the students to fill out basic information about the text such as title, setting, list of characters, etc. (you can find examples of this on the Internet, but I also have created one in Latin that you can steal.)

Along with the Narratio, you provide the students with a list of simple extension activities that they can choose from. The Reading Journal is complete after the students glue the story map into their notebooks and then complete the additional activity on the next page.

This activity can work well along with the textbook that you use (you can do it for every chapter if you want!) Another positive aspect about this activity is that it can help you to differentiate instruction by giving a number of extension activities that are appropriate for students at different skill levels. For example, students who are more skilled in Latin may choose to write a Latin summary of the story, or write a true/false quiz about the story in Latin.

Students who are still developing their Latin skills may simply draw a picture of each character and copy a sentence from the text to describe each one. Either way, the students are engaging with the language at a level that is



appropriate for them as an individual learner. The list that I use contains twelve extension activities of varying difficulty, which I adapted from an elementary school model.



WANT TO FIND OUT MORE ABOUT HOLLY'S TECHNIQUES?

If you are interested in trying this activity with your students, you can find her story map (Narratio) and list of extension activities (Argumentum, Collatio, et alia) on her website, insinuurbis.com under the heading "Reading Journal Menu."

Active Greek Summer Institute

June 11-29, 2017
Bridgewater State University

The Classical Association of Massachusetts is proud to present a unique opportunity this summer. The Active Greek Summer Institute is three weeks of intensive training in spoken ancient Greek (Koine), which will significantly expand reading fluency in classical and koine Greek.

The course is limited to 40 students.

Beginners, intermediate and advanced students are welcome!

Tuition for three weeks of instruction (excluding Room and Board): \$1,400

Prof. Christophe Rico of the Polis Institute is the director of instruction. There will be two parallel sessions Monday through Friday with six hours of spoken-Greek instruction per day. No formal or required sessions on the weekends. Meals and Dormitory apartments with private rooms are available on the campus of Bridgewater State University (35 miles south of Boston).



INTERESTED IN MORE DETAILS OR WANT TO REGISTER?

Registration and other details found here:

<https://sites.google.com/view/activegreek/home>

For more information the Polis Institute, please see this link:

<http://www.polisjerusalem.org>



Running a Language Fair

Thomas J. Howell
Belchertown High School

Three years ago our foreign language department embarked on an ambitious project - organize a World Language Fair. Its purpose was not only to showcase our students talents but also to allow students to learn more about the culture and languages that their classmates were taking. I and my French colleague were also interested in using the fair as a possible recruitment tool. In this article I'll share some methods we used to organize and publicize the Fair as well as some ideas of activities and projects we do.

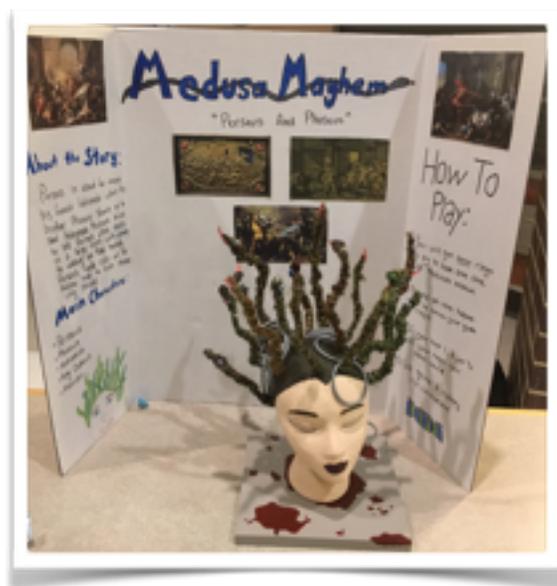
Organizing a fair will take some hard work and coordination with your colleagues. We begin planning the fair the year before it happens by choosing and getting approved a date in 3rd term. We choose 3rd term because MCAS hasn't started, it's a small window between sports seasons, and it gives plenty of time for classes to organize activities. We also include the fair in our syllabus and hype it in our classes in the beginning of the year so that students are excited.

We also make sure to reserve a large space that can display a variety of projects and where food can be served. At our high school, we use our cafeteria, which is conveniently located next to restrooms and the auditorium, and has ample space in adjacent hallways for tables, benches, and chairs.

Early on, we decided to divide up activities by level. Currently, our level 1 students pick a craft typical in the target culture and organize a table at the fair. For Latin, my students usually do mosaics. I decorate our space with mosaic projects the students did earlier in the year and provide materials and templates for quick-and-dirty mosaic creation. Materials include cut-up construction paper in a variety of colors, scissors, and glue.

Level 2 classes pick a theme and produce tri-fold posters or other displays. The Spanish students, for example, put up Day of the Dead altars near the doors as guests come in. The best ones in my opinion have some level of interactivity to them, and I ask my own students to spend part of the evening at their posterboard to explain it to guests.

For the last two years, however, I've settled on my favorite part of the fair. Students in Latin pick a favorite myth and then make a carnival style game that guests can play based on that myth. Creative names for games are a must,



and extra points are awarded to the best, punniest names. This year we had “Finding Minos”, “Foe or Flower?”, and “Echo-Location” as top choices.

The Level 3 classes provide an important part of the fair - food! Each year the languages select three recipes and serve them in small bites to guests. Our school is lucky to have a kitchen, so students can cook during the day or after school and then have everything ready and plated when the guests come. We’ve learned simple, bite-sized food is the best. Don’t forget to have copies of the recipes available both for allergies and to take home so guests can make it themselves!

The upper levels (4-5) create videos in French, Spanish, and Latin. Usually we have 3-5 minute shorts, always with subtitles, in various genres and topics. This is a great way to show beginning language students what level of skill they can achieve, and it’s also a way to introduce students and families to the way each language sounds. Students, of course, love to see their friends in videos.

Our department has tossed out other ideas for activities that we might try in future years. Music is a great way to hook students - there are also opportunities to learn dances. Students might pick a famous historical or fictional person, dress up as them, and then talk to guests and share their stories. We’ve also considered having upper level students hold mini-lessons for beginners (how to say hello, or introduce yourself, or count to ten). This is difficult for Latin (but possible through Skype), but we’ve talked about having a native or heritage speaker be present at the fair so that students could practice their language skills with them. Live performances are also a possibility! We have also thought about giving

guests a “passport” that guides them through parts of the fair, and then giving students stamps that they can use on those passports once they’ve listened to something, played a game, tried a food, or whatever. Guests who fill up their passport slots win small prizes.

If you want to use a fair as a recruitment tool, it will be important to advertise as much as you can. The school website is good for this, as is the local newspaper, especially if you can convince them to send a reporter to interview some students and write a story. You’ll also want to work with teachers in the grades just before students start to take a language (grades 6-7 for us) and make sure to invite them and their parents. Don’t forget to invite administrators and school committee members, too, in order to increase your visibility and to strengthen relationships and good-will.

There are challenges to organizing a fair, of course, and I’ll quickly share some of ours so you can be forewarned. Make sure you assign projects early - nothing is worse than panicking at the last minute because students turn in work late or not at all. Our videos have been particular culprits, because of all the things that can go wrong with editing, file formats, and burning a DVD in time.

Our department argued over scale and proportion. We settled on equal distribution of languages at the fair, even though at our school Spanish is dominant (4 Spanish teachers to one each of Latin and French). That means that Spanish has to select projects to present (so not all students are represented) but also they can showcase their best work. It’s a fine line to walk, and you’ll want to discuss it before going off to the races.

In Memoriam

Long time Latin teacher and recipient of the CAM Excellence in Teaching Award in 2014, Marjorie Keeley passed away this February. As many of you know, she was a force of nature at Mt. Greylock High School in Williamstown, MA and a vital part of the Massachusetts Junior Classical League as an officer and event planner.

The Berkshire Eagle did a moving piece on February 14th memorializing Marjorie and calling her “more than just a teacher.” You can read it at <http://www.berkshireeagle.com/stories/she-was-more-than-just-a-teacher-greylock-community-mourns-loss-of-marjorie-keeley,498311>

We reached out to some members and colleagues to share their thoughts about Marjorie and her legacy.

Some believe that people have an aura visible to those gifted enough to read them. I don't know about all that but I do know that when you saw Marj she radiated energy. Pure, devotional energy. It took all of ten seconds of talking to her for anyone at all to figure out that here was a woman who had a passion and had devoted her life to it. Her vision was as focused as her heart was big. Classics, and ever so many of us as teachers and students, are the poorer for her passing.

— Kenneth Kitchell

Prof. Emeritus, LSU and UMass Amherst



DM

MAGISTRAE ERUDITAE

DISCIPULIS DELECTISSIMAE

INGENIO SUBLIMIS ET VIVIDAE

NULLUM QUOD TETIGISTI NON
FLORUIT

SIT TIBI LEVIS TERRA

Marjorie Keeley was unlike anyone I had ever met. She was the first face I encountered at MAJCL State Convention, and met a very anxious me with bright eyes and a cheerful smile. It didn't take me long to learn that she was always like this to students, teachers, parents--to everyone, honestly. On the bus ride home one year, one of my now-former students described Marj as “Devoted, sincere, and hilarious.” To me, this touches on every aspect of her character.

Marjorie was devoted to her students, to JCL, to her friends, and to her family. No matter what you needed--be it help registering for an event, better phrasing for an email, or simply just to talk--Marj was there for you. This went for everyone; it didn't matter who you were. In 2009, I was a new sponsor to MAJCL. I took students to National Convention in Fargo, North Dakota for the first time. In the middle of the first night there, as we were all nestled all snug in our beds, an alarm went off. We had no idea of what it was until we were all out in the hall, at which point Marj realized that it was a tornado alarm. After a few choice words, Marj calmly led the charge to shepherd our students down 8 flights of stairs, making sure that she brought up the rear. It was that type of attitude that brought many students to refer to her as 'Ma Keeley.'

Her sincerity was second to none. She had your back because you were her friend, her student, her co-chair. If you asked for her opinion, you got it and you got it straight. She didn't mince her words. Ever. Because of this, we remember her as an excellent friend and a mentor to students and teachers alike.

Finally, her hilarity. Her laugh filled the room and was impossible to escape. I have many memories of her moments at Convention or at board meetings, in which she made her point with humor and that slight touch of signature irreverence. There is a picture of her somewhere, in which she is demonstrating "inappropriate dancing" with a fellow co-chair. While the officers laughed hysterically at the time, the message was clear and none of them or any of the adults at the table ever forgot it.

Marjorie was the voice, the face, and the life of Massachusetts JCL. Whether she was making announcements at Convention, advising the

officers at the board meetings, or mentoring a teacher new to JCL, she was there. She will be sorely missed.

— Emily Lewis

In 1984 Marj graduated from Smith College with a major in Classics. From 1984 to 1985 Marj served as a legal assistant to Leon Malinofsky in Northampton. From 1986 to 1988 Marj attended the University of Massachusetts Amherst and earned a Master of Arts in Teaching Latin and Classical Humanities.

In 1989 two chapters by Marj were published in *The Romans Speak for Themselves: Selections from Latin Literature for Second Year Students* (Longman, White Plains New York). These were projects completed in the MAT Program. One titled "The *Vigiles*" with selections from Justinian was on ancient Roman firemen and policemen, and the other titled "The *Commissatio*" with selections from Seneca was on ancient Roman drinking bouts. Each chapter contained an introduction, facing vocabulary, comprehension questions, and discussion questions.

Marj also prepared materials on ghosts and dreams in Latin literature and on early Latin inscriptions.

From 1988 to 1989 Marj taught English and Latin at West Springfield Senior High School and initiated a Latin club.

From 1987 to 1989 Marj worked for me as a part-time editorial and clerical assistant in preparing Latin and Greek textbooks.

From 1989 to 1991 Marj taught Latin at Quirk Middle School in Hartford, Connecticut.

From January through June 1993 Marj served as Assistant to the Chairman and the Secretary of the Department of Classics at Amherst College.

From 1993 to 1999 Marj taught at Hoosac Valley High School here in Adams, where she served as freshman class advisor, junior class advisor, senior class advisor, yearbook advisor, and student council advisor.

In September 1999 Marj moved to Mt. Greylock Regional High School, replacing Brian McCarthy, who became Director of Technology. Marj taught with the late Lola Greene. Marj's many activities and her distinguished career at Mt Greylock are best described by her colleagues and students there. Marj will be sorely missed.

— Gilbert Lawall

Professor Emeritus of Classics, University of
Massachusetts Amherst