Music and Manuscripts

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Classroom at a Glance

Teacher: Lauri Dabbieri

Language: Latin II–III, IV AP

Grades: 10–12

School: Westfield High School, Chantilly, Virginia

Lesson Date: March 19

Class Size: 33

Schedule: Block schedule, 90 minutes every other day

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Video Summary

In this multilevel lesson, students learn to distinguish between translation and interpretation in a classical language class. While the Latin IV students translate a passage from Vergil's *Aeneid,* Latin II–III students discuss how Mozart's opera *Il sogno di Scipione* reflects themes from Cicero's *Somnium Scipionis*. The class then comes together to create their own versions of Latin manuscripts and make historical connections to Roman culture.

Standards Addressed

- Communication: Interpretive
- Cultures: Practices, Products
- Connections: Making Connections
- Comparisons: Language

Read about these standards at the end of this lesson.

Key Terms

- Advanced Placement (AP)
- authentic materials
- backward planning

Definitions for these terms can be found in the Glossary located in the Appendix.

Class Context

"When they are able to connect something that happened 2,000 years ago with something that's happening today, they become invested and it makes the language learning process that much more valuable." —Lauri Dabbieri

School Profile

Lauri Dabbieri teaches Latin I–IV at Westfield High School in Chantilly, Virginia, a suburb of Washington, D.C. The 2,400-student high school draws from a diverse community that includes federal government and military employees, as well as technology industry professionals. French, German, Japanese, and Spanish are also offered at the high school.

Lesson Design

Ms. Dabbieri uses the Standards to plan her Latin II–III lessons. She starts with the desired outcomes, then works backward to design individual activities. At the time of this lesson, the Fairfax County Program of Study (POS) didn't include a program for Latin III (see Resources); Ms. Dabbieri helped draft the POS based on the Standards. The POS sets overarching themes, while giving teachers autonomy to choose texts and topics within the themes. For her Latin IV classes, Ms. Dabbieri follows the College Board

Year at a Glance
Latin II–III
The Pliny Ghost Story (1st quarter)
Book Four of Julius Caesar's *De bello Gallico*
Cicero's *Somnium Scipionis*
Survey of Latin Poetry From the Late Republic and Early Empire
• Ovid
• Vergil
• Catullus
Latin IV AP
College Board AP Vergil Syllabus
• The *Aeneid*

Class Context, cont'd.

Vergil Syllabus to prepare her students for the Advanced Placement Exam.

The Lesson

In this lesson, the Latin II–III students and Latin IV Advanced Placement students worked together to create original manuscripts based on passages they had read. This was a culminating activity for the Latin II–III students, following a nine-week unit on reading and translating Cicero. Although Ms. Dabbieri occasionally combines the two groups for hands-on projects, the groups do not normally work together. Latin IV students focus on translations that prepare them for the AP Exam. Latin II–III students work on a Latin III curriculum. (Due to overenrollment in Latin II, 12 students from that class were chosen to join the Latin III class and take the Latin III curriculum. They moved on to Latin IV after this class.) The unit concluded with a written assessment.

Key Teaching Strategies

- Color Coding: The teacher color-codes text to help students discern certain structures or vocabulary words that have a common link.

- Comparing Themes and Works Across Media: The teacher creates lessons that have students compare themes or specific works as they are rendered in film, literature, music, art, or other media.

- Providing Corrective Feedback: In a process of negotiation, the teacher mediates student learning by verbally or nonverbally helping the student focus on a point of confusion around a language form.

- Translating Literary Texts: The teacher has students read and translate classic texts to derive meaning, analyze the grammatical structures and vocabulary, and render the text in English.

Analyze the Video

As you reflect on these questions, write down your responses or discuss them as a group.

Before You Watch

Respond to the following questions:

- Which aspects of the Communication standards would apply to both classical and modern language instruction?

- What kinds of authentic materials are available to teachers of classical languages?

- What activities might extend a classical language class beyond traditional text analysis?

Watch the Video

As you watch "Music and Manuscripts," take notes on Ms. Dabbieri's instructional strategies, particularly how she integrates different activities in the study of Latin. Write down what you find interesting, surprising, or especially important about the teaching and learning in this lesson.

Reflect on the Video

Review your notes, and then respond to the following questions:

- How are three levels of Latin instruction blended in this lesson?

- How does Ms. Dabbieri incorporate interdisciplinary topics into the study of Latin? How does she use interdisciplinary content to promote higher order thinking skills?

- How does Ms. Dabbieri incorporate the use of media into her lesson?

- How does Ms. Dabbieri distinguish between interpretation and translation? How would a teacher of a modern language define interpretation as a communication goal?

Analyze the Video, cont'd.

Look Closer

Take a second look at Ms. Dabbieri's class to focus on specific teaching strategies. Use the video images below to locate where to begin viewing.

Video Segment: Collaborative Text Analysis

You'll find this segment approximately 9 minutes after the video starts. Watch for about 5 minutes and 30 seconds.

Working in groups, students respond to questions about passages they have read for homework.

- The activity evolves from the homework reading assignment. What are the different steps of the activity, and how does one step lead to the next?

- How is color coding used to help students read the passages?

- During the group work, how do students build on one another's responses? How do they solve problems?

- How does Ms. Dabbieri facilitate interactions between students? How does she address incorrect responses?

- The students speak English during group work. Do you think it affects their learning? How would this activity be different in a modern language class?

Analyze the Video, cont'd.

Video Segment: Cultural Simulation

You'll find this segment approximately 16 minutes after the video starts. Watch for about 5 minutes.

Ms. Dabbieri introduces students to manuscript creation. Then students design and create their own manuscripts.

- The Latin manuscript is a cultural product. What related products do students learn about?

- What practices associated with manuscript creation do students learn about? How does the activity provide experience with these practices?

- What medieval perspectives or attitudes toward Latin texts are explored in this lesson?

- How do various groups create their manuscripts? What kinds of interactions do students within each group have?

Connect to Your Teaching

Reflect on Your Practice

As you reflect on these questions, write down your responses or discuss them as a group.

- How do you balance enrichment activities with analytical activities?

- How do you use content to promote higher order thinking, even as students are developing communication skills?

- How do you design group work so that students remain on task and move smoothly through the assignment?

- What aspects of culture can you teach so that students experience making a product or doing a practice?
  How does this experience further understanding?

- How do you help students interpret literature as both a cultural product of another age and as a source of ideas for today?

Watch Other Videos

Watch other videos in the *Teaching Foreign Languages K–12* library for more examples of teaching methodologies like those you've just seen. Note: All videos in this series are subtitled in English.

"Politics of Art" (Spanish) illustrates cultural experiences students can simulate in the classroom. "Interpreting *La Belle et la Bête*" (French) is another example of using interdisciplinary content, different media, and adaptations of authentic texts.
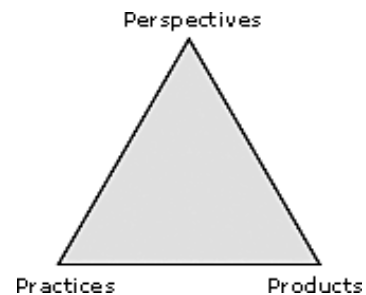
Connect to Your Teaching

Put It Into Practice

Try these ideas in your classroom.

- Introduce topics from different disciplines that use material in your target language or are associated with the target culture. Ms. Dabbieri used lyrics from Mozart's operatic aria and illuminated manuscripts to connect to the Cicero text. Brainstorm a list of topics from the arts, history, geography, science, and more, that might integrate with an authentic text you are teaching. Or introduce adaptations of authentic texts (for example, the musical *Rent* from the opera *La Bohème*) to enrich the text and appeal to student interests and their multiple intelligences.

- Use the Cultures standards to help students relate products and practices to culture. When students understand cultural perspectives, they are more likely to abandon stereotypes. Ms. Dabbieri moved from a tangible product—the illuminated manuscript—to the practices associated with its design, in order to help students understand why it was highly valued in Roman and medieval society.

  To organize your thoughts, draw a triangle and label one corner of the base "products" and the other corner "practices." At the peak of the triangle, write the word "perspectives." Then hypothesize about the values and attitudes of the culture rather than idiosyncratic practices of individuals. Once you organize this triangular framework, you can easily design a lesson incorporating products, practices, and perspectives.

Resources

Lesson Materials

Davis, Sally, and Gilbert Lawall. *Cicero's Somnium Scipionis: The Dream of Scipio*. White Plains, NY: Longman, 1988.

Mirow, Gregory. *Medieval Designs.* Dover Pictorial Archive Series. Mineola, NY: Dover Publications, Inc., 1997.

Mozart, Wolfgang Amadeus. *Il sogno di Scipione.* Mozarteum-Orchester Salzburg. Salzbuger Kammerchor, Rupert Huber. Phillips Classics Productions 422 531-2.

Shailor, Barbara A. *The Medieval Book*. Medieval Academy Reprints for Teaching, vol. 28. Toronto: University of Toronto Press, 1991.

Curriculum References

AP Latin Course
http://www.collegeboard.com/ap/students/latin/cours002.html

Fairfax County Program of Study
https://www.fcps.edu/academics/high-school-academics-9-12/world-languages

Standards

World-Readiness Standards for Learning Languages

The *World-Readiness Standards for Learning Languages* create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural understanding. This lesson correlates to the following Standards:

Communication
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Standard: Interpretive Communication
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Cultures
Interact with cultural competence and understanding

Standard: Relating Cultural Practices to Perspectives
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard: Relating Cultural Products to Perspectives
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Standard: Making Connections
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Standards, cont'd.

Comparisons
Develop insight into the nature of language and culture in order to interact
with cultural competence

Standard: Language Comparisons
Learners use the language to investigate, explain, and reflect on the nature
of language through comparisons of the language studied and their own.

Notes