

LOTE CED *Lowdown*

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www.sedl.org/loteced

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Languages Other Than English Center for Educator Development

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Great TEKSpectations Innovative Learning Scenarios for the LOTE Classroom



Since the establishment of the LOTE Center for Educator Development in February of 1998, we have endeavored to stay informed about the needs of LOTE educators in Texas, particularly with regard to the implementation of state standards for language learners. One request we have heard consistently since that time has been for more concrete examples of what standards “look like” in the classroom. In other words, what is going on when students are “doing” the 5 Cs?

Our latest effort to address this request began earlier this year when we invited foreign language teachers from around Texas to participate in learning scenarios development workshops in April and June. These two workshops were described in previous editions of the *Lowdown* (4.3 and 4.4). Nineteen teachers attended these sessions and then worked throughout the summer to produce thirty innovative learning scenarios: thematic, student-centered units of study that provide examples of how state standards are implemented in instruction.

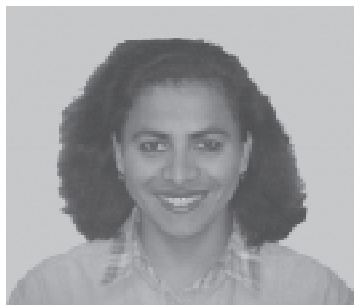
The LOTE CED is pleased to announce that this collection of scenarios has now been published in a one hundred sixty-page volume that has been mailed to LOTE coordinators and contact persons at each campus around the state where a foreign language is taught, including elementary schools. If you have not seen this shrink-wrapped volume on your campus, please inquire about it! You will find sample scenarios for Arabic, French, German, Japanese, Latin, and Spanish. These learning scenarios begin with innovative, high interest topics that extend far beyond the pages of the textbook to engage learners in a sequence of tasks through which they expand their ability to utilize and understand the target language as they investigate the theme in question. Each scenario includes an abstract, targeted proficiency level and standards, a materials list, a sequence of activity sets, reflections on how targeted standards are met, and a list of print, video and web-based resources. Titles include *The Multicultural Roman Empire*, *Mi Buenos Aires querido: The Immigrant Experience*, *Le carrefour culturel*, *Exploring Creative Uses of Japanese Onomatopoeia*, *Schulanfang: “Back to School” in Germany*, and *The Splendors of Egypt*.

As you read scenarios for each of the languages, you will discover universal themes and activity sets that can easily be adapted for any language and level. Expansion ideas provide further flexibility for those who choose to spend more time on a particular unit. Although specific scenarios may be replicated, a greater goal of this project is to spark the creativity in every teacher. We believe these learning scenarios will do just that. (*For ordering information, see page 10.*)

Facilitator Spotlight

MARITZA SLOAN

Maritza is the Foreign Language Team Leader at Plano West Senior High where she teaches AP Spanish IV–V and III Honors for the Plano Independent School District.



She previously taught all levels of high school Spanish in Minnesota and elementary school Spanish in the Putnam City School District in Oklahoma. In addition to her work in the classroom, Maritza is working with the Interstate New Teachers Assessment and Support Consortium (INTASC), a branch of the Council of Chief State School Officers (CCSSO), reviewing the National Foreign Language Standards for New Teacher Certification.

LINDA ATTAWAY



Linda has been a French teacher for thirty-four years, thirty-three of those at North Mesquite High School in the Mesquite Independent School District. She serves as department chair

and currently teaches all levels of French. She sponsors the French Club and represents her campus in organizing spring break study abroad trips. Linda is a past president of the North Texas Chapter of the American Association of Teachers of French and, last summer, served as a translator for French-Vietnamese filmmaker, Tran Anh Hung whose works include *Scent of the Green Papaya*.

Upcoming Conferences

Texas Foreign Language Association (TFLA)

October 25–28 • Houston, TX
www.baylor.edu/TFLA

Texas Classical Association

November 2–3 • Austin, TX
www.txclassics.org

Sixth Annual Dual Language Conference

November 7–9 • Albuquerque, NM
www.dgcs.aps.edu/cosecha/index.htm

National Association of District Supervisors of Foreign Languages (NADSFL)

Nov 14–15 • Washington, DC
ivc.uidaho.edu/nadsfl/annual_meeting.html

American Council on the Teaching of Foreign Languages (ACTFL)

November 15–18 • Washington, DC
www.actfl.org

American Association of Teachers of German American Association of Teachers of Italian Chinese Language Teachers Association National Council of Japanese Language Teachers

November 15–18 • Washington, DC
(in conjunction with ACTFL)

Modern Language Association (MLA)

Dec 27–30 • New Orleans, LA
www.mla.org

American Association of Teachers of Slavic and East European Languages and American Council of Teachers of Russian (AATSEEL & ACTR)

December 27–30 • New Orleans, LA
clover.slavic.pitt.edu/~aatseel

Southwest Conference on Language Teaching (SWCOLT)

March 7–9 • Oklahoma City, OK
www.learnalanguage.org/swcolt

National Association for Bilingual Education (NABE)

March 19–23 • Philadelphia, PA
www.nabe.org

Texas Foreign Language Association (TFLA)

April 5–6 • Midland, TX
www.baylor.edu/TFLA

Check out *What's Hot* on the LOTE CED Web site for a regularly updated list of conferences and other activities.

<http://www.sedl.org/loteced/hot.html>

Resources

VRoma: www.vroma.org/

This project was initially funded by a grant from the Teaching with Technology Program of the National Endowment for the Humanities. **VRoma** was designed to be an interactive “virtual community” of scholars, where both teachers and students help to create online resources for teaching Latin and ancient Roman culture. As such, the site provides the opportunity to dialogue with others on various topics as well as a growing variety of resources for both teaching and learning. Teachers will find creative lessons that utilize the web site in interactive learning activities as well as materials that can be used in the classroom.

There are various ways to access materials on this site. You may go directly from the home page to the searchable VRoma image collection or to other selected resources created by “Vromans,” such as:

- an annotated index of useful Internet links for AP Latin, which includes a variety of history, literature, culture, art, and image sites;
- the poems of Catullus with facing translation and notes;
- selected letters of Pliny the Younger with introductory materials;
- a Roman history timeline; and
- the National Latin Exam web site.

The key feature of this project, however, is the interactive forum or “web gateway.” Users must log on as a guest or request a “character name” to access this area. A clickable map of ancient Rome, divided into 15 regions, serves as a metaphor for the site. From here users “travel” to different areas of VRoma to browse resources, participate in thematic discussions, or engage in learning activities. Each region lists associated historical landmarks, personalities, and other related topics of interest along with links to resources for teaching or learning about them. Users may access databases, texts, images, and other materials developed by VRoma participants. Faculty and students are also encouraged to create and use “rooms” in this virtual environment as meeting places to interact, collaborate, hold classes, and develop new resources.

Webquests for Students of the Classics

Latinteach, an online email forum, (See LOTE Links, this issue) contains an extensive list of webquests designed for students of the classics. A webquest is a sequence of inquiry-oriented activities that require students to search out information on the Internet. Examples of webquests that may be found at <http://www.latinteach.com/webquests.html> include:



Photo courtesy of www.vroma.org/

Beyond Pompeii. Designed for 3rd and 4th graders, students are volcanologists who are to research the disaster and then try to come up with ways of preventing such a calamity in the future. There are some print resources suggested. Students are instructed which web sites to visit in a specific order. A team fact sheet is provided for the gathering of information, and the product students will create is a brochure for people who live near the danger site.

Hercules. The student assumes the identity of a member of an advertising team at the “Flashback Time Travel Agency” which recently has had some problems with time travel agents who twist the truth about adventures to their clients. The student project is to create a “factual” brochure or travel ad for a fantasy adventure based upon Hercules’ Twelve Labors.

It’s Greek to Me. This webquest is intended to introduce students to the ancient Greeks and to the many contributions that they have made to our modern Western culture. Students will learn why it is important to know about the ancient Greeks. Students work in teams to come up with the most “Ancient to Modern” links. They may concentrate on different areas such as math & science, art & literature, or democracy. The culmination of the webquest is a panel discussion and debate.

RESOURCES, continued next page

Errata: To inquire about *African Language Tutorial Guide* and video (*Lowdown*, Vol. 4.4), call the Center for Language Education and Research (CLEAR) at Michigan State University at (517) 432-2286.

RESOURCES, continued

ACL's Teaching Materials & Resource Center (TMRC)

The American Classical League publishes and provides hundreds of teaching aids for the Classics at all levels. A catalog in PDF format is available online at <http://www.aclassics.org/Resources/index.shtml>, and a print copy may be ordered by calling (513) 529-7741 or e-mailing info@aclassics.org. Materials available from the catalog include but are not limited to the following: JCL accessories, National Latin Exam aids, posters and maps, slides, coins, and computer software.

Professional Journals and You



The Classical Outlook (CO) is the quarterly journal of the *American Classical League (ACL)*. According to the ACL web site, the **Classical Outlook** publishes “substantive yet lively and stimulating articles, reports, instructional aids, poetry, reviews, and other material of interest and use to active classroom teachers of Latin, Greek, and Classical Humanities in the schools (elementary, middle, secondary) and in the colleges and universities. **CO** seeks to keep its readers up-to-date on developments within the profession and to stimulate discussion and thinking about both the broad educational aspects of teaching classical languages and humanities and the techniques and practices of actual classroom teaching.” Recent articles include:

- “The Latin Teacher Shortage: A Call to Action”
- “Catullus and the Computer”
- “The Grading of the 2000 Advanced Placement Examinations in Latin”
- “Latin and Greek in American Schools and Colleges: An Enrollment Update.”

Texas Classics in Action is a biannual publication of the Texas Classical League. It contains articles of interest to teachers of the classics in elementary and secondary schools as well as colleges and universities. Recent articles include “Who Really Killed Homer,” “Traditional Latin Teaching vs. Modern,” “Harry Potter and the Magic of Latin,” “Traveling the Greek Isles with Disney,” and “Sam Houston and Gaius Marius.” The TCL web site, <http://www.txclassics.org>, contains numerous links including VRoma and Latinteach (see page 3).

LOTE



LINKS

<http://www.aclassics.org/Links/>

This area of the American Classical League web site has useful links for classical materials, listservs, organizations, texts, teaching resources, dictionaries and reference materials and more.

<http://eleaston.com/latin.html>

A useful page from Easton Language Education’s multi-language site includes links to audio sources for Latin, entry-level texts for reading, guides to pronunciation, and ways to contact and network with other Latin teachers.

<http://www.latinteach.com/>

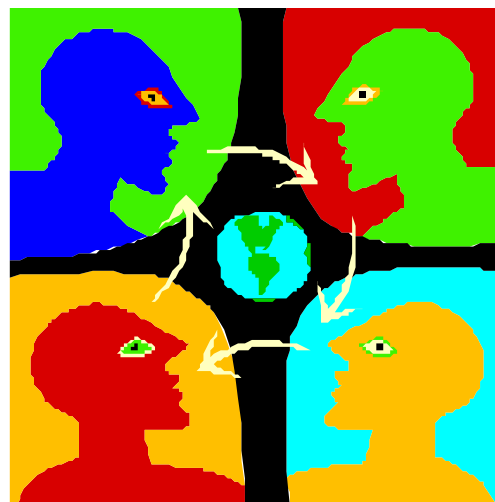
An online e-mail discussion forum for Latin teachers. Share ideas about methodology, strategies, techniques, and other news. Discussion topics have included the integration of Roman culture, reading strategies, and the use of conversational Latin in the classroom.

TFLA: How You Can Benefit!

The Texas Foreign Language Association is a state organization for teachers of all foreign languages at all levels of study: elementary, secondary, and post-secondary. Its purpose is to promote the study of modern and classical languages, literatures, and cultures by disseminating information and materials and promoting the work and interests of LOTE educators in Texas. It accomplishes its mission in a variety of ways.

- TFLA hosts two conferences each year, one in the fall in one of the major metropolitan areas of the state and another in the spring in a smaller city. (This year's fall conference is in Houston, October 25-28. Go to <http://www.baylor.edu/TFLA> for more information.) The conferences provide foreign language teachers with an opportunity to share with and learn from colleagues through a large number of workshops and concurrent sessions on such topics as technology in the language classroom, creating student-centered activities, assessment and rubrics, and incorporating music and dance—as well as language-specific sessions on teaching grammar, literature, and film.
- TFLA members receive two publications: the *TFLA Newsletter* in January, April, and September and a fall and spring issue of the *TFLA Bulletin*. The newsletter provides timely information on organizational events, membership, and scholarship announcements as well as advocacy updates. The *Bulletin* contains similar information as well as longer articles on language teaching and learning and professional development.
- <http://www.baylor.edu/TFLA/welcome.html> is the home page of TFLA where you'll find information on its mission, advocacy, conferences, links to other organizations and more.

At only \$10.00/year, membership in TFLA is one of the best professional development bargains available to Texas LOTE educators. For membership information, contact: TFLA, 1320 Modiste Drive, Houston, TX 77055 or TFLAes@aol.com.



ACTFL Convention 2001

The American Council on the Teaching of Foreign Languages (ACTFL) is the only national organization for teachers of all languages and at all levels (elementary through college). If you have never attended an ACTFL convention, consider the benefits of participating in the largest meeting of second language educators in the country, the venue of choice for many independent language associations. This year's cosponsoring organizations include the American Association of Teachers of German, the American Association of Teachers of Italian, the Chinese Language Teachers Association, and the National Council of Japanese Language Teachers .

Washington, DC is the site of the 2001 convention. Sessions and workshops beginning on Thursday, November 15 and running through Sunday, the 18th, include presentations in categories such as culture, learner variables, material, and technology. Additionally, this year's theme, "A Professional Odyssey: Exploring New Spaces" includes sessions focused on three strand areas: Explorations in Research, Explorations in Language Immersion and Cultural Content, and Explorations in Literature Throughout the Curriculum. The event also includes the largest exhibition of teaching materials and technology support for foreign language instruction in the country.

It is not too late to register for this opportunity to interact with fellow educators and attend a broad selection of sessions, special interest groups, and workshops on topics that are at the cutting edge of foreign language education today. For more information, visit the ACTFL web site at <http://www.actfl.org>, or contact: American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701, (914) 963-8830. Email headquarters@actfl.org.

THE METZ EXCHANGE: THE SMYRLS ABROAD

The following article originally appeared in Chronicles of Smith County, Texas in the summer of 1987. Carolyn Smyrl recounts her family's adventures living in France in the 1980s. In spite of the intervening years, we believe the family's experiences would not be markedly different today. Those who've traveled and/or lived abroad—or those who would like to—will enjoy this humorous account of living and learning in a different culture. This is the first of three installments.

When the Sister City program between Tyler, Texas and Metz, France, began in 1983, one of its goals was the exchange of professionals between the two cities. That our family would be the first “guinea pig” family from Tyler to make such an exchange was a dream come true for us.

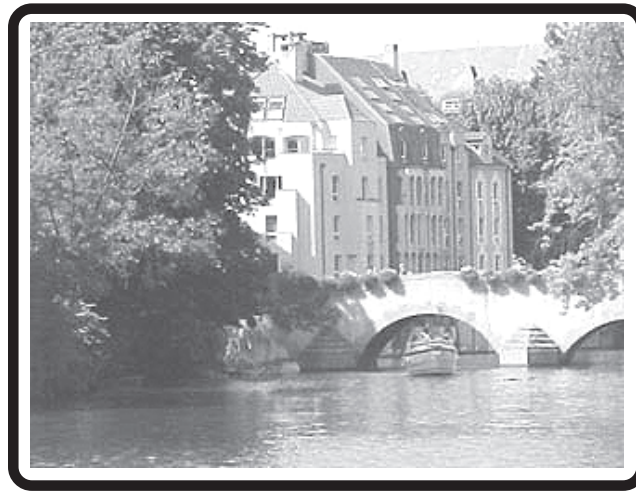
My husband Frank, a professor of history at The University of Texas at Tyler, and I had always dreamed of living for a while in France, influenced, perhaps, by his older brother Edwin who had lived and died there in the 1960s. Our daughter Vivian had been a Rotary exchange student in Aix-en-Provence during her senior year in high school and had participated in one travel-study course to Metz; our son Morgan had happily accompanied us two summers on travel-study courses in French to the lovely city of Metz in Lorraine province. There was no hesitation on our part when we learned of the opportunity for Frank to exchange teaching positions for a year with a professor at the University of Metz. Our entire family immediately began clearing calendars and planning our lives to take advantage of a once-in-a-lifetime chance to live abroad for the academic year 1985-1986.

I was in the middle of a two-year teaching contract at Robert E. Lee High School, so I asked for a year's leave of absence. Morgan wrote for information on high school correspondence courses available through Texas Tech University and enrolled in a summer school to take all that he was allowed to take. Vivian hurriedly finished course work for her bachelor's degree in the summer of 1985. By the time September arrived, we were all set to leave Tyler on our ten-month adventure.

There were several rocky moments in the last few months before we left Tyler. When we had first begun considering the exchange in the summer of 1984, we had agreed with a French professor, Jean-Claude Lejosne, that we would exchange residences and cars, as well as jobs. In the spring of 1985, he called to say that his family was not coming with him and that he

could come for only one semester, so the arrangement about housing was off. Indeed, for a few hours it appeared as if the exchange were off entirely. Then, the same day, he phoned again to say that a second French professor could come for the spring term, thereby making the academic exchange again possible.

We were thus faced with the responsibility of finding and paying for our housing and transportation for the year, or opting to forget the whole thing. It was a dilemma for us, but having psyched ourselves to make the exchange, we decided to hold to the course we had set. So, on September 4, 1986, we departed from Dallas/Fort Worth airport, each with a footlocker, a suitcase, and high hopes of finding a suitable place to live when we got to Metz.



After stops in New York and Reykjavik, we landed in Luxembourg, to be greeted by Annie Cointre, the professor of English at the University of Metz who would come to Tyler in the spring to complete the exchange. She drove the Lejosne family station wagon which, by European standards, was large but which would not hold five people with four footlockers and four suitcases. After a few attempts to squeeze all

of us into the car, Vivian and I elected to ride the train to Metz. Frank, Morgan and Mlle Cointre went in the car so that they could reach Metz in time to enroll Morgan in the lycée for the fall term. His school term would begin September 9.

The first few days in Metz, we stayed in Hotel Frantel while looking for an affordable apartment. Since we were seeking a furnished apartment, the available choices were limited. We found a small two-bedroom one with a fold-out couch in Sablon, a small quartier of Metz. It had the advantage of being only about fifteen blocks from Morgan's school, but it was a thirty-minute bus ride through Metz to the university. Before the year was out, we had developed the necessary leg muscles to walk to either the lycée or the university without being “done in.”

The neighborhood where we lived consisted of primarily working class, middle-income families living in apartments similar to ours. We were on the second floor of a six-story building which had a large grocery store on the ground floor. We practiced many of our fledgling shopping skills in the downstairs market, much to the amusement of the neighborhood clientele.

The first mistake that I made was attempting to buy a cart full of groceries at one time. My full shopping cart

Not only did my full shopping cart draw strange looks from other shoppers in the store, but also when I checked out, I also realized that I then had all those groceries to sack and carry up to the apartment by myself.

brought such disbelieving glances from the other shoppers that first day, I began to notice what differences there were in our baskets. Many of them were not using carts at all, but rather packing their own

market “caddies” directly from the grocer’s shelf. Certainly “caddies” would keep one from buying more than he could carry. When those shoppers reached the check-out stand, they unloaded their bag onto the counter, then reloaded it as the checker rang up each item. Not only did my full shopping cart draw strange looks from other shoppers in the store, but also when I checked out, I also realized that I then had all those groceries to sack and carry up to the apartment by myself. I came to understand why the French make frequent trips to the store and buy for only one meal at a time. Another difference I noted was that many of the shoppers bought only a half a dozen eggs at a time. Whether from lack of storage space or from lack of funds, I never knew. None of the other shoppers had more than one meal’s meat in his basket, and few had more than one or two canned items. Their purchases included items such as cheese, fresh vegetables, beer, wine, and various other items I could not identify without being obviously nose-y.

“My French is really improving,” I told my family, “I can now order a roast that will serve sixty...”

As the first days went by and we settled into the routine of our new life, we found we needed a few items that our furnished apartment did not offer. The list of “essentials” we purchased that first week included a teapot, a brass cooking pot, a frying pan, a cheese grater, two kitchen knives, scissors, a can-opener, a stapler, a sugar bowl, a pepper mill, a hair dryer, a bread board, three blankets, a trivet, a mop, a tablecloth, and a television set. Otherwise, we relied on the items furnished with the apartment and what we had brought from Tyler. As Vivian pointed out, it was a lot like camping out.

In the meantime, our varied abilities with the French language were getting a workout. Of the above list of items, for instance, the only ones that I knew the correct French terms for were the knives, scissors, tablecloth, and television. For the rest of them, since we did not know how to ask for them by name, we had to describe their function to the salesperson helping us or find a department store that would allow us to poke around until we found the desired item. There are not any such

department stores in Sablon, so we had to do that kind of shopping in *centre ville*, the central business district of Metz and bring our purchases home on the bus. The day we bought the TV, we made quite a parade.

The neighborhood grocery in our building continued to be my *bête noire*. One day I bought a chicken and four pieces of rumpsteak. Other shoppers looked at me as if I were a pig. I got so flustered that when I checked out, I failed to pick up the rumpsteak and sack it. I did not miss it until that night after the store was closed when I started to cook dinner. The next morning, I inquired at the store, and yes, they had found it. The butcher had put it back into the cooler, still packaged. The clerks looked at me as if they could not believe anyone could be careless enough to walk off after paying forty-six francs for steak and leave it behind. I felt like an idiot.

Perhaps that explains what happened the next time I went to the grocery. In my halting French, I asked for a pork roast all in one piece. I did not want it cut into steaks; I wanted it for a roast. “*Entier*,” I said. The clerk left and got a second woman to help me. “My French really is very bad,” I thought. I repeated my request, gesturing to the small pieces of pork in the counter. They called the butcher and told him what I had asked for.

He beamed, “With or without bones?” he inquired.

“Without,” I replied, relieved that we were communicating, but puzzled about why it took three of them to cut a roast.

The butcher disappeared into the cooler to emerge a few minutes later with an immense leg of pork on his shoulder. As he heaved it onto the chopping block, I thought, “The women called him because they could not carry it.”

He chopped off the shank end of the leg and proceeded to debone the rest of it. When he finished, there was a clod of meat about twenty inches long, twelve inches wide, and ten inches thick. He wrapped it and handed it over the counter to me. “Will that be all?” he asked.

“*Oui*,” I gasped weakly. I was so relieved that I had enough money with me to pay for it, I almost did not notice the clerks and customers who had gathered to watch.

We ate pork roast three times a day for five days. “My French is really improving,” I told my family, “I can now order a roast that will serve sixty.” “*Entier*” obviously means “entire,” not “whole,” in French. I was careful for the rest of the time we lived there not to order a “whole” anything else.

We continue with the adventures of the Smyrl family in the next Lowdown. This article is copyrighted by the Smith County Historical Society, Inc. and is reprinted with permission.

A CLASS ACT: Latin

The following learning scenario appears in *Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom*, developed by Texas teachers of LOTE. For more information on this publication, see pages 1 and 11, this issue.

LATIN Building, Roman Style

Randy Thompson
Laura Veal

In this lesson, students become “architects” who learn major architectural terminology and the classical orders. They practice identifying selected ancient Roman and American monuments. After learning to recognize and categorize the architectural elements in these structures, students familiarize themselves with some modern applications of these elements. Based on their experiences, students then create a proposal for the design of a temple for a Roman client.

ACTIVITY SET 1: Learning Basic Architectural Elements

The following context is provided to students as a backdrop for the learning scenario:

Trimalchio, a wealthy but uncouth Roman merchant, has just celebrated the successful arrival of his huge cargo ship from Alexandria. The sale of his merchandise has made him fabulously wealthy and inspired him to dedicate a new temple to the deity who protected his ship, Neptune. Trimalchio, tragically uncultured, has truly wretched preliminary ideas in mind for the temple. Your job is to politely guide him into a fuller, more appropriate understanding of architectural decorum and to devise an appropriate plan for the temple.

In order to advise Trimalchio intelligently, students are introduced to the basics of Roman architecture. Working in groups, they receive blank diagrams illustrating the classical orders and various temple structures which they label and define using dictionaries, handouts, and the Internet. Next, using drawings or pictures of ancient and modern monuments, students label the classical elements found there and categorize the monuments by listing the appropriate order and style. Later, to review, students use laminated flashcards depicting examples of the various orders and structures, discriminating between the styles and quickly separating the cards into stacks: doric, ionic, corinthian. Finally, students take laminated cut-outs of clear examples of capitals, architraves, columns, etc., in each of the major styles, which they assemble on their desks. This is *not* mix and match! A correct version is waiting on the overhead for instant checking.

ACTIVITY SET 2: Laying the Foundation

As a warm-up and review, groups label blank diagrams to practice the terms learned in the previous lessons. Students begin expanding their notes on the classical orders (proportions, even numbers of columns, etc.)

PROFICIENCY LEVEL

Intermediate

TARGETED STANDARDS

Communication: Interpersonal, Interpretative, & Presentational Modes

Cultures: Practices & Perspectives, Products & Perspectives

Connections: Access to Information, Other Subject Areas

Comparisons: Concept of Culture, Influence of Language & Culture

Communities: Within & Beyond the School, Personal Enrichment & Career Development

MATERIALS

- An unlabeled diagram illustrating the major elements of classical architecture such as pediment, capital, frieze, etc.
- A selected list of ancient monuments to be identified, such as the Colosseum, Pantheon, Arch of Constantine, Temple of Vesta, as well as American monuments such as the Lincoln Memorial, the U.S. Supreme Court Building, the U.S. Capitol
- Visuals of the above-mentioned monuments (i.e., slides, videos, photos) to practice identification and evaluation
- Magazines and other visual media for creating collages
- Computer with Internet access

as these activities continue. The groups then draw—from a list determined by the teacher—the name of the monuments they will research: four ancient (e.g., the Arch of Titus, the Colosseum) and two modern (e.g., the Lincoln memorial, the U.S. Capitol). They download pictures or drawings of their monuments and find enough background information about them to compose a simple description in Latin using the subjunctive. For example, they might say of the Colosseum: *“Aedificatum erat a Flaviis ut multi cives viros pugnantes spectarent.”* (“This was built by the Flavians so that many citizens might watch men fighting.”) Or for the Arch of Titus: *“Imperator arcum aedificavit ut victoriam fratris sui laudaret.”* (“An emperor built this arch to praise the victory of his own brother.”) Groups share their visuals and descriptions with the class; the visuals can also be used to make a bulletin board. Independently, students continue their learning log, discussing their favorite orders and monuments and why they prefer them, as well as initial ideas on their temple for Trimalchio.

ACTIVITY SET 3: Designing the Temple

Next, groups take turns reading aloud their Latin descriptions of monuments as classmates listen and identify the monuments by name. Then, in preparation for their presentation to Trimalchio, students create a “pattern book” to which they refer in designing their temples. Each page of the book is a collage which contains a drawing or picture of an element of classical architecture, a label, a one-sentence description in Latin, and the name of a familiar monument that has a good example of the element. Using the pattern book, students design a preliminary sample of their temple and share it with their groups for feedback. In their next learning log entry, students evaluate their personal progress in designing the temple.

ACTIVITY SET 4: Developing a Proposal

In addition to the research conducted on classical elements of architecture, learners also interview an architect about the importance of classical elements and about how to deal with clients. In preparation for the interview, students each submit five questions they would like to ask. The questions are consolidated into a single list that is distributed to all students so that everyone can participate in interviewing the guest speaker. After the interview, students finish their monument’s design and begin a proposal to Trimalchio, taking into consideration what they have learned from the guest speaker. In their proposal, the students are to educate Trimalchio on the basics of Roman architecture by using familiar monuments as examples, then showing how “his” temple would be exemplary.

ACTIVITY SET 5: Presenting Proposals

The culminating activity for this learning scenario is the presentation of the proposals. Each student turns in a written proposal and accompanying drawing, but not every student makes an oral presentation to the whole class. Instead, students present their individual proposals to their group, and each group chooses one to present to the whole class. The winning proposal from each group is then presented to the class, which votes on the best overall proposal. That proposal is awarded Trimalchio’s contract to begin construction.

EXPANSION IDEAS

- During activities, students listen to Latin-based music (Gregorian chants, various eclectic music collections).
- After Activity Set 3, students create songs/ditties to help memorize architectural terms.
- Some students may be inspired to build models – of a simple free-standing arch or even a recreation of a favorite monument.
- Many students have visited the Vietnam Memorial or the Jefferson Memorial and can write journal entries about their reactions to these very different sites (or others).
- After presentations are complete, students write about which presentations they felt were the best, and what improvements could be made to their own presentations.

Reflections on How the Targeted Standards Are Met...

Communication: The interpersonal mode is used in small group activities; the interpretive mode, in translation activities and application of terms. The presentational mode is used as students present both to groups and to the whole class.

Cultures: Students become familiar with important ancient and modern monuments and learn to identify classical elements in everyday architecture.

Connections: Students gain access to information through technology and in interviews. They gain a better understanding of the discipline of architecture.

Comparisons: Students compare modern architectural elements with those of Imperial Rome. They recognize the influence of Roman architecture on modern architecture.

Communities: Students recognize the influence of Latin on the specialized language of architecture. Students connect the past to the present as they interact with the architect who comes to speak to the class.

RESOURCES

Chitim, R. (1985). *The classical orders of architecture*. New York: Rizzoli.

Ward-Perkins, J. B. (1981). *Roman imperial architecture*. New York: Penguin Books.

Fleming, J., Honour, H., & Pevsner, N. (1966). *The Penguin dictionary of architecture*. New York: Penguin Books.

Webliography

www.bc.edu/bc_org/avp/cas/fnart/arch/roman_arch.html

www.greatbuildings.com/gbc/gbc_types/styles/roman.html

www.2020site.org/rome/index.html

www.geocities.com/Athens/Pantheon/9013/Gallery.html

Ordering Info

Online and PDF versions of **Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom** will eventually be available on the LOTE CED web site. You may also purchase a copy for \$10.00 plus shipping and handling from the Southwest Educational Development Laboratory. To order, call 1-800-476-6861 x201, or send an e-mail to products@sedl.org. Master Card, Visa, checks and purchase orders are accepted.

LOTE CED Bulletin Board

TEA's New Director of LOTE

Carl Johnson

was named Director of LOTE for the Texas Education Agency, replacing Inés García who worked at TEA for over twenty-seven years, eight of those as Director of LOTE. Carl has spent twenty-four years in the LOTE unit, working along side Inés as Assistant Director of LOTE for over seven of those years, so he brings a wealth of experience to his new position. Carl has also served as President of the Texas Foreign Language Association, Chair of the Board of the Southwest Conference on Language Teaching, and President of the National Council of State Supervisors of Foreign Languages.



TFLA Sessions

The LOTE CED is sponsoring a session Friday afternoon at the Texas Foreign Language Association's fall conference in Houston, October 25-28 for all TEKS for LOTE and Peer Coaching and Mentoring trainers. Facilitators are invited to come and share experiences, strategies, and ideas on presenting professional development workshops. LOTE CED staff will also discuss plans to redesign our web site at the TEA Update session Saturday morning.

LOTE CED Update

The LOTE CED is planning to initiate an e-mail update of Center activities and other news of importance to LOTE educators beginning in October. This monthly e-mail is destined for LOTE coordinators and/or LOTE contact persons in school districts around the state. If you are not on our mailing list but are interested in receiving this once monthly mailing, please contact Elaine Phillips at ephillip@sedl.org.

Video Series Available for Order

The 5-part video series, *Learning Languages Other Than English: A Texas Adventure* is available for purchase through the Southwest Educational Development Laboratory. The series is comprised of five, 30-minute episodes focused on Communication, Cultures, Connections, Comparisons, and Communities. Each segment highlights foreign language classrooms around Texas where state standards are being implemented. A video guide to accompany the series is being prepared this fall and will be announced in this publication as soon as it is available. To order the videos, call toll free, 1-800-476-6861 x201, or send an e-mail to products@sedl.org. MasterCard, VISA, checks, and purchase orders are accepted. The cost of the set is \$25 plus postage and handling.

Español para el hispanohablante

Teachers of Spanish for Spanish Speakers modify the state standards (Texas Essential Knowledge and Skills for Languages Other Than English) and subsequent instruction to meet the particular needs of their students. *Español para el hispanohablante*, a revised version of the 1987 Texas Education Agency document of the same name, has been rewritten to take into account the standards for foreign language learners. It offers teachers suggestions for classroom implementation strategies addressing both issues of access and excellence for this critical student population. The volume has now been printed and is being distributed this month to all LOTE coordinators and secondary school campuses. Additional copies may be purchased from: Publications Distribution Office, Texas Education Agency, P.O. Box 13817, Austin, TX 78711-3817. Please remit \$3.00 per copy (nonprofit institution) or \$4.00 (other).

Communiqué on FLES

The latest edition of the LOTE CED *Communiqué* was mailed to over 2500 Texas campuses in late August of this year. Authored by Janet Norden of Baylor University, this issue brief, *Early Language Learning Programs: Reaping the Benefits, Facing the Challenges*, provides an overview of the various types of early language learning programs and issues that must be addressed in implementing them in the elementary school. Questions for reflection at the end of this *Communiqué* help LOTE educators think through possible options for instituting such a program, and the annotated bibliography provides a wealth of resources for getting further information and for in-depth study. The issue brief is a valuable tool for those who are working actively to begin an early language learning program in their district.

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