

## Color Coding - The Who and the What.

Of all textbooks and their corollary workbooks meant to teach Latin none has to our knowledge clearly provided a translation methodology. Teaching students how to translate Latin rigorously is quite often seen as a gift of seasoned or intellectually virtuous teachers, as an extraordinary challenge for new teachers eager to be successful. The lack of methodology put the teaching of Latin at great risk in our very quick to irremediable judgment society.

The presentation of a methodology at a CAMWS conference intends to give to a broad audience of classicists the opportunity to come back to classrooms with teaching strategies can be easily implemented in class. Teachers who are in charge of preparing students for AP Latin will leave the presentation with handouts and reference to a website where more can be found and downloaded at no cost.

Color coding could be a first step that we have developed in the order that follows:

- 1) highlighting the verbs
- 2) recalling the verbs principal parts and then translating them according to person, number, tense, mood, voice
- 3) highlighting the prepositional phrases
- 4) underlining the subordinate clauses

*The Who and the What* is the subsequent next major step. It can be used for texts relatively simple as the ones that can be found in textbooks as well as for primary texts such as those of the AP Latin curriculum. Used with primary texts, this technique proves (from personal experience) to be a sharp linguistic tool able to clarify the complexity of Latin sentences. It reaches a great level of efficiency to the point where scholars may have different interpretations.

*The Who & the What* is made of a 3 column table (which can be drawn on a board as

well) The center column lists all the conjugated verbs in the order they appear in the selected text. Each verb is put to the question: “Who is doing?” or “Who is”? or, as students become more skilled, the question becomes “Do we have a nominative subject”. The answer is written in the left column and might be highlighted in the text.

Then using the same verb whose who has been put to the question, we ask “Is doing what?” or “Is what?” or, as students become more skilled, the question becomes “Do we have an accusative direct object” or, with linking verb, “Do we have a predicate nominative?”. The answer is written in the right column and might be highlighted as well in the text.

This work being done then one may begin translating. The translation of the verb might be adjusted to the sentence in which they are used. This is particularly important with the subjunctive. As one can see, these activities have been created in the spirit of the reading strategy mentioned in *A Call to Conquest, Readings from Caesar’s Gallic Wars, Pearson publisher, page 34*: “The first sentence show the importance of reading the whole sentence and observing its structure before translating.”

This short presentation of *The Who & the What* surely does not encompass the great variety of situation that can be encountered in primary texts but the presentation during the conference will, and will use a selection from the AP Latin such as Caesar’s *De Bello Gallico, Book 5 Chapter 27*. This passage known for its complicity deals with multiple subordinate clauses and indirect statements.

Lastly, as mentioned before, handouts can be downloaded for free, printed front and back, to make them in a booklet format. The text to be highlighted will appear on the top of the left page with, right below, *The Who and the What*, and lastly footnotes dealing with functions others than those fitting in *The Who and the What* categories. Then depending on the teacher’s

desire the booklet right page would either be blank for translation, notes, etc. (similarly to Distinti's *Notebook for Vergil's Aeneid* or *Notebook for Caesar's De Bello Gallico* published by Bolchazy Carducci) or set for a verbatim translation.

By presenting these techniques the author intends to bring his contribution to the Latin community, serve the enhancement of Classical education, support the growth of the students analytical skills, eagerness to learn and to be taught, and lead teachers and learners to success.