

Teaching Equity and Language Choice with the Cambridge Latin Course: Using a Stage 1 Supplement

This presentation will introduce an approach to using the Cambridge Latin Course with a focus on equity, inclusion, and language choice. CLC is well-known for lacking representation of marginalized groups, and for presenting a sanitized version of ancient slavery. In fact, current editions of most secondary level Latin textbooks today do not appropriately address topics such as inclusion, representation, language choice, intersectionality, and equity in the classroom. This presentation will provide secondary-level teachers (middle or high school level) with a comprehensive resource to make an otherwise exclusionary curriculum more accessible to students of all backgrounds. While this resource is tailored specifically to the Cambridge Latin Course, it includes broader suggestions useful to Latin and Greek teachers of any level. Rather than facilitating a face-value reading of the textbook, this resource teaches students how to critically analyze the language, illustrations, and choices authors make, especially in regards to the institution of slavery, all while still learning the relevant material.

This presentation will also discuss the successes and failures of my experience using this method and resource with a group of 7th grade students. This will have been these students' first exposure to a Latin textbook, after a semester of introductory material. I will discuss which parts of the resource were most helpful, which questions led to the most (or most interesting) discussions, and which sections were more difficult for middle school students.

Ultimately, teachers should take into account that this type of resource acts as a band-aid for a much, much bigger problem: discriminatory education practices on a global scale. The purpose of this resource is to *tide us over* until more appropriate textbooks are available. When our textbooks and basic resources do not give teachers the built-in structure to make their

classrooms explicitly equitable and inclusive, the burden falls entirely on the teachers. By using methods like this, teachers can work to build that structure back into their classrooms.