

VOL 28 ISSUE 2
WINTER 2023

PRIMA



EXCELLENCE THROUGH CLASSICS
A COMMITTEE OF THE AMERICAN CLASSICAL LEAGUE

Executive Board

PRIMA Editor

Catherine Hayward

Interim Committee Chair

Jenn Jarnagin

Past Chair

Traci Dougherty

Information Chair

Brad Savage

Program Chair

Katy Reddick

Public Relations Chair

Maddie Briner

Resource Coordinator

Kevin Ballestrini

Contests Coordinator

Cheryl Cheatham

ACL Executive Director

Sherwin Little

Contributors

Nathalie Roy, Nicole Wellington

PRIMA Editorial Committee

Jennie Luongo, *ACL President*

Sherwin Little, *ACL Executive Director*

Jenn Jarnagin, *ETC Committee Interim Chair*

Maddie Briner, *Public Relations Chair*

PAGE LAYOUT

Thank you to the students of Catherine Hayward's Digital Communication & Design class for their contribution to the design of this issue.

PHOTO CREDIT

This image was created with the assistance of Adobe Firefly. The prompt for this image was, "illustration of a girl looking out the window; colorful; view to Rome," using the Constructivism style. Prompt engineered by Catherine Hayward.

PRIMA

EXCELLENCE THROUGH CLASSICS

Excellence Through Classics (ETC) is a standing committee of the American Classical League, dedicated to promoting and supporting elementary and middle school classics programs.

Our Mission

We inspire and educate young learners to explore and celebrate the Latin language and Greco-Roman literatures and cultures, while supporting the teaching of classics.

About PRIMA

PRIMA is published quarterly as the official magazine of Excellence Through Classics. Submissions may be sent to the Editor at prima@etclassics.org. Submission does not guarantee publication.

Created using [Canva for Education](#).

etclassics.org



Table of Contents



5 A DAY AT THE MUSEUM

ETC Grant winner Joan Crist takes her students to the Art Institute.

7 CALLIOPE AWARD WINNER

Leah Berryhill receives the 2024 ETC Calliope Award.

9 OLYMPICS WORKSHOP

Nathalie Roy shares the details on an exciting summer workshop.

11 ETC NATIONWIDE GAME

Nicole Wellington shares the results of the 2023 Saturnalia Nationwide game.

12 2023 ACTFL CONVENTION

Kevin Ballestrini sums up the 2023 ACTFL Convention.

14 VOCES POMPEIANAE

Nicole Wellington shares an activity on the graffiti of Pompeii.

19 SCRIBO WRITING CONTEST WINNER

Maia Lindsey's piece *Iter Aulī* wins top scores in the 2023 SCRIBO.

22 MEDUSA WRITING CONTEST WINNER

Ella Hagstrom earns top marks in creative writing.

25 MEDUSA WRITING CONTEST WINNER

Calista Wilkinson earns top marks in creative writing.

28 FREE RESOURCE

Jenn Jarnagin shares her engaging Monster Project.

Need a Latin, Greek or Classics Teacher?



The ACL Placement Service can help!

- Over 400 PreK-16 public, charter, and private instructional job openings posted annually
- Over 100 resumes posted by members seeking employment



LIST AND SEARCH JOBS AT
aclclassics.org

ETC News

ETC GRANTS

A DAY AT THE MUSEUM

Joan Crist teaches Latin in a new program at Thea Bowman Leadership Academy in Gary, Indiana. Her students suggested a trip to the [Art Institute of Chicago](#) to view their [Greek and Roman collections](#).

With the support of ETC, Crist was able to take 13 students to view and discuss the AIC's Mediterranean collection.



Joan Crist's Latin Class at the Art Institute of Chicago

"We rode the South Shore rail line into the city, walked to the Art Institute, and were welcomed by Institute staff members. After the presentations, we explored different galleries, gazed at works that piqued our interest, spotted some famous pieces, and began to feel at home. The students had a wonderful time. *Maximās grātiās agimus* to ETC for this great opportunity!"

[Check out information on ETC's grants here!](#)

*Do you have creative students?
Do they love writing short Latin stories?*

**Theme:
Entertainment**

The SCRIBO Latin creative writing contest may be for you!

Registration Fees

\$15.00/school | \$5.00/entry | Discounts offered for ACL members

Registration

September 1, 2023 - March 15, 2024

Administration

March 15 - April 15, 2024

Categories Include

Short Stories | Poems | Comics | Fill-In-The-Blank-Story



Visit the contest section of the ETC website etclassics.org to learn more!

ETC GRANTS

- Up to \$250
- Sent directly to you
- Open to ACL members
- Elementary, middle or introductory programs
- Non-book supplies such as training, materials, costumes, posters, props

 bit.ly/ETCGrants



 EXCELLENCE
THROUGH
CLASSICS

awards@etclassics.org

Show off your young classicist by nominating them for the **Julia K. Petrino Award**.

All students grades 5-8 who take the **Pegasus National Mythology Exam** are eligible.

Applications Open March 15



EXCELLENCE THROUGH CLASSICS

Petrino Award

For more information visit bit.ly/ETCPetrino

love of classics



Excellence Through Classics Calliope Award

LEAH BERRYHILL

Excellence Through Classics is pleased to present Leah Berryhill with the 2024 Calliope Award.

I am Leah Berryhill and currently in my 9th year as the Middle Learning Latin Teacher at the Galloway School. The joke is that I ended up in teaching because I ran out of Latin classes to take. The origin story is that I had the "D'Aulaires' Book of Greek Myths" as a kid and was obsessed with the illustrations. The reality is that Latin allows me to explore my analytical side while also itching my creative side.

Everyone asks, why middle school? My answer is I am guaranteed a good laugh every day and no day is the same. Middle schoolers are in that key stage of finding who they want to be and becoming that person. I enjoy helping them on that journey.



Leah Berryhill

My favorite unit is our Monument Project. Inspired by an abridged reading by Tacitus about the Great Fire of Rome, students research various monuments that have stood the test of time. Students create mini replicas of these monuments to set up in a small scale map of Rome on butcher paper with additional paper buildings to simulate the devastation of the Great Fire of Rome.

This is project-based learning at its finest: students hone their research skills, stretch their creative muscles with clay or 3D printed models, discuss the impact of the Great Fire for the everyday Roman, dissect the legacy of Emperor Nero, and explore Roman city planning, engineering, and architecture.

This project is something students look forward to every year and serves as a highlight in the 8th grade year right before they head to high school. I keep past year models as examples for future students as well as memorabilia for past classes and general classroom decor. This project goes beyond simply learning Latin engaging students in a variety of modes while also creating a culminating memorable experience.



Above: Photos of the Monument Project

Despite the reputation of Classics being exclusive and intensive, I find my students come with a number of learning needs: dyslexia, executive functioning, ADHD, dysgraphia. I am deliberate and intentional in my teaching:

- I create predictable unit structures like pre-readings, readings, grammar notes, and assessments. I ensure all students have access to video notes. Documents are in large font with ample spacing.
- I grade equitably to not penalize students for late work. I limit homework to 10 minutes a night and design homework to be quick review assignments. I grade homework for completion and I review all homework in class to ensure understanding.
- Our middle school uses rubrics to provide skill based feedback. I ensure my expectations are clear and give opportunities for students to stretch and show more knowledge on assessments. I balance traditional test with projects like the Love Poetry Project. I focus on self reflection after feedback to prioritize growth. I aim for class to be a healthy challenge and memorable learning experience.

At the 2024 ACL Institute, I will present on how to utilize neuroscience to help pace lessons that can weather the highs and lows of student attention spans. We will explore how to utilize warm-ups, exit tickets, and brain breaks to maximize class time. Developing these daily habits allows students to be more self-aware in their learning journeys.

Applications for the 2025 Calliope Award will open in the fall of 2024. If you know an inspiring Classics teacher who teaches at least one pre-high school course—or if you are one yourself—consider applying in the fall!

the ancient olympics

NATHALIE ROY

Delving into History

-  **SCHOLARLY RESEARCH**
 Via original literary sources, material remains, and secondary analysis from contemporary scholars
-  **HANDS-ON VIEW OF ANCIENT LIFE**
 Teaching participants how to carry out the work of artisans and craftspeople of the time
-  **IMMERSION INTO OLYMPIC GAMES**
 Teaching participants how to recreate Olympic events in the ancient style

NEH Ancient Olympics

Every summer, the National Endowment for the Humanities offers professional development workshops for K-12 teachers. These "institutes," as NEH calls them, can last anywhere from one to three weeks and are usually held at a university in the US. They focus on specific content as diverse as the experience of Japanese-American citizens during World War II to Shakespeare's plays. Lucky for us classics teachers, we can look forward to the perfect session for the summer of 2024: "The Ancient Olympics and Daily Life in Ancient Olympia: A Hands-on History." Participants will be immersed in the ancient Olympic Games - both the contests and local life.

Bob Holschuh Simmons and I worked very hard to write our application with NEH - nearly a year-long process. We were thrilled to learn that ours was one of 19 projects chosen out of 50. We are confident that participants will not only enjoy the institute but take away lots of classroom-ready materials. When they return home, they'll be ready to watch the 2024 Summer Olympics in Paris, too!



The Ancient Olympics and Daily Life in Ancient Olympia: A Hands-On History

Directors: Bob Holschuh Simmons and Nathalie Roy Readings about ancient sport technique, poetry

What: a K-12 Summer Institute Experimental archaeology

Where: Monmouth College in Monmouth, IL Historical sports re-enactments

When: July 8-19, 2024

Applications DUE on MARCH 5th.

Have Questions?

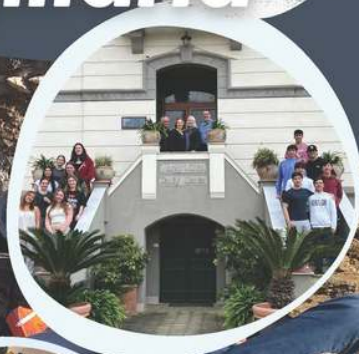
Our institute Website has all the pertinent details, so [visit this link!](#)



Apply for a Wilks Travel Grant

and bring your students to the

Villa Vergiliana



Wilks Travel Grants:

Grants of \$3,750-\$7,500 available for groups planning to use the Villa for a week of study.



Customize your visit to include:

- ✓ Pompeii, Herculaneum,
- ✓ Mt. Vesuvius, Lake Avernus,
- ✓ Cumae, Baiae, the isle of Capri,
- ✓ Naples and more!

APPLY NOW FOR FUNDING!

www.vergiliansociety.org

WINTER 2023 NATIONWIDE GAMES

NICOLE WELLINGTON

On the afternoon of Friday, December 15th students from across the United States joined ETC for the Nationwide Game over Zoom. The theme was Saturnalia and Roman entertainment.

In our first round, wandering around the land of Fishtopia, the following students showed their prowess with Saturnalia facts.

In our second round, after a fierce Snowbrawl, these students demonstrated their knowledge of ancient entertainment:



Some students participated in our asynchronous version of the game. Congratulations to our top middle school winners.

A special shout-out goes to Magistra Tyler, our top scoring teacher.

Multas gratias to all who participated. Consider joining us on April 17th at 1:30pm EST to celebrate Rome's birthday.

At the Middle School level:

*First Place: Mabel T. whose teacher is Magistra Wellington
Second Place: Olivia L. whose teacher is Magistra Wellington
Third Place: Serenity W. whose teacher is Magistra Wellington*

At the high school level:

*First Place: Ben K. whose teacher is Magister Savage
Second Place: Gus G. whose teacher is Magister Buczek
Third Place: Audrey M. whose teacher is Magistra Jones*

At the Middle School level:

*First Place: Mabel T. whose teacher is Magistra Wellington
Second Place: Olivia L. whose teacher is Magistra Wellington
Third Place: Zoe R. whose teacher is Magistra Wellington*

At the High School level:

*First Place: Kian P. whose teacher is Magistra Jones
Second Place: Katelyn L. whose teacher is Magistra Jones
Third Place: Karthik V. whose teacher is Magistra Jones*

At the Middle School level (Asynchronous):

*Kris whose teacher is Magistra Dougherty
Lily M. whose teacher is Magistra Dougherty
Kayleigh whose teacher is Magistra Dougherty*





ACTFL 2023 CONVENTION & EXPO

Kevin Ballestrini, ETC Resource Coordinator

We are thrilled to share the highlights of the 2023 ACTFL Convention & Expo, which took place in the vibrant city of Chicago.

The opening assembly set the tone for an engaging and culturally rich weekend, commencing with a lively performance by none other than the legendary Blues Brothers.

One of the opening session's greatest moments was the presentation of the ACTFL Teacher of the Year Award to Alicia Dallman Shoemaker from Elkhorn, Nebraska. Her dedication to language education and innovative teaching methods serves as an inspiration to educators nationwide.

The featured keynote address was delivered by celebrated actor and activist, Kal Penn. Penn's talk, which was a mix of humor, insight into his time working in the White House, and a message of fostering global understanding and celebration of diversity, resonated with the assembled audience of language educators.

The heart of the convention lay in its extensive program, boasting hundreds of sessions covering a wide array of topics. Language educators had the opportunity to explore the latest trends, teaching methodologies, and technological advancements in the field. The convention offered multiple sessions dedicated to Latin and Greek, many of which were expertly presented by members of the American Classical League. The topics of these talks ranged from implementation of IPAs, to designing more equitable measures of assessment, as well as making Latin accessible to all learners.

ACTFL's commitment to advancing language education was vividly on display throughout the weekend, with educators from various backgrounds and specialties coming together to celebrate linguistic diversity and cultural understanding. If you have never attended an ACTFL Convention, you should put next year's convention in Philadelphia at the top of your professional development wish list!

For a comprehensive look at the convention program, you can explore the detailed guide [here](#).



Ascanius is a nonprofit organization dedicated to advancing the knowledge of and inspiring lifelong learning about Latin, Greek, and the ancient Greco-Roman World, especially at the elementary and middle school levels. Since 2000, we have served thousands of students nationwide. We encourage students to think critically about ancient societies and compare them to their daily life in the modern world.

Classical Promise Grant

ascaniusyci.org/classicalpromise

We are pleased to offer the following grant opportunities:

Classics For All Grant

ascaniusyci.org/classicsforall



The Rudolph Masciantonio "Classics for All Grant," supports events, programs, and projects for teachers who are instructing elementary and middle-school-aged students about Latin and the ancient Mediterranean.

Grants of up to \$500 are available for teacher use. For 2023, the theme is "supplies & technology."

What supplies do YOU need for your classroom?



This grant allows enterprising teachers and students to create and host Latin/Greek programs or events for elementary/middle school-aged students in their own communities.

Check out both the Parva and Maxima Classical Promise Grants and the organizational and financial support that Ascanius can provide.

What program does YOUR community need?

Apply today!

Professional Development Grant

ascaniusyci.org/pd

ascaniusyci.org/grants



This grant is intended to support elementary and middle school teachers pursuing professional development in the areas of Latin and the ancient Mediterranean.

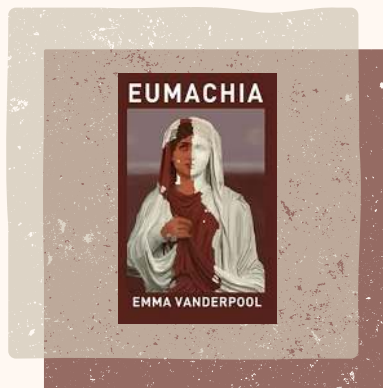
Amounts up to \$1,000 are available to assist teachers with registration/tuition, travel, room, and board, for programs, conferences, or courses.

What conference do YOU want to attend?

Voces Pompeianae

Nicole Wellington, ETC Program Coordinator

The novella *“Eumachia, patrona Pompeiana”* by Emma Vanderpool recounts a historical fictional account of Eumachia, a woman who lived in Pompeii as a wealthy widow, a public priestess to the goddess Ceres, and a patron to the fullers (launderers). As a mother, she used her wealth to help her son gain the office of *aedile*. Eumachia’s story tells the tale of what it means to identify as a female during ancient times and what it means to push against the defined boundaries of a woman’s role as a wife and mother.



Photos: Nicole Wellington

Using *graffiti* (scratched messages) or *dipinti* (painted messages) in the classroom gives students short passages of authentic Latin rich with culture and history. Studying ancient graffiti also gives a voice to children, women, enslaved people and freedmen who are underrepresented in the canon of classical literature. Anyone familiar with Pompeii is familiar with the rich red color painted on the interior walls, and would also recognize the red and white exterior walls of buildings painted with *programmata*.

Programmata are the painted political slogans asking citizens to vote for candidates. Since Pompeii was a colony of Rome, they still had their own particular political offices. They elected *aediles*, political officials in charge of infrastructure and *duovirs*, who were judges responsible for enacting laws.

About 20 *programmata* survive naming women as those who endorse political candidates, even though women could not vote or run for office. **You can read these surviving *programmata* with your students and complete a class project challenging students to create their own.**

Programmata have a very specific formula with a set series of abbreviations. Certain words are often missing, making fun puzzles for students to figure out. This is also a chance for students to **think about literacy in the ancient world**. Pompeians were surrounded by letters, and even if they were not reading literature, they were reading in public places while conducting their everyday lives.



An example of a surviving *programmata* that you can read with students is *CIL IV 3294*:

M(arcum) Casellium et L(ucium) Albucium aed(iles) o(ro) v(os) f(aciatis)
Statia et Petronia rog(ant) tales cives in colonia in perpetuo

Statia and Petronia ask that you please elect Marcus Casellius and Lucius Albucius, excellent citizens in the colony, aediles in perpetuity.

Using [this excellent resource created by Latin teacher Ginny Lindzey](#), your students can work together to create their own piece of *programmata*. Students can be put into pairs or groups of three. If your students have Latin names, they may use those. If not, consider using Eumachia and Marcus, characters from the novella. Students need to consider who is running for which office and who will be the supporters. Following the steps in Ginny Lindzey's publication, the students should write out their Latin *programmata*. They should also practice writing it in the font particular to Pompeii.

You could simply have students complete this on paper using red markers or colored pencils on white paper. If you want to complete a bigger project, students can use trifold boards or pour their own piece of plaster wall to paint. It will not be perfect, much like the paintings on the walls of Pompeii are not perfect.

There are many other ways to enrich your reading of this novella with your class. Here is a [list](#) of resources for you to explore.

*Click to view
example projects from
Nicole Wellington's
Latin II Class.*



SEEKING STUDENT ART

PRIMA is always
seeking student
work to feature as
our cover art!
Proud of a project?
Send a photo!
Paintings.
Drawings.
Photos.
Any media.
Anytime.

Email prima@etclassics.org

Join the ACL MENTORING PROGRAM

Open to all ACL members

Any level of teaching

Looking for mentors and mentees

Partners can work remotely or in person

Contact mentoring@aclclassics.org for more details





SCRIBO

CREATIVE WRITING CONTEST

2022-2023 SCRIBO Winner

Maia Lindsay



Maia Lindsay

SCRIBO is a creative writing contest for students of Latin. Submissions are judged on adherence to theme, connection to Roman culture, originality, and choice of vocabulary, among other categories. SCRIBO entries that receive a perfect score will be published throughout the following year. Each entry features information about the author, a picture, and their award-winning literary piece.

Student: Maia Lindsay
Grade: 12th
Level: Level I

Category: Poem
Teacher: Sherri Cox
Title: *Iter Aulī*



Maia Lindsay is in 12th grade and currently taking Latin I. Her interest in the ancient world began with a visit to Rome when she was seven and she is very grateful to finally have the opportunity to study the language of the Romans.

About the piece: *Iter Aulī* is about the power of a young boy's imagination to make the ordinary seem extraordinary, if only for a little while. With courage and fortitude, Captain Aulus and his sailors set out on the adventure of a lifetime, encountering many creatures and legends from in and around the Mediterranean along the way. However, the demands of everyday life bring their adventure to an abrupt halt, and it turns out that the captain and his ship are not all that they seem...

ITER AULĪ

Maia Lindsay

LATIN

ENGLISH

Aulus fortis peregrinārī dēsiderat.
Aulus fortis explōrāre dēsiderat.
Fēliciter Aulus est magister magnae nāvis.
Cum nautis ab Ōstiā nāvigat.
Prīmum ad Siciliam eunt
Et Aetnam igneam vident.
Deinde ventī eōs ad Graeciam portant
Ubi eī Olympum altum vident.
In Asiā
Mūrōs antīquōs Trōiae vident.
In Marī Nostrō
Delphīnōs argenteōs spectant.
In Aegyptō
Crocodīlō in Nīlō obveniunt.
In Āfricā
Rēgīnam pulchram Carthāginis mīrantur.
In Hispāniā...
"Venī, Aule!" vōx fēminae vocat. "Cēna!"
Parvus puer parvam nāvem ex impluviō carpit
Et ad mātrem it.

Brave Aulus wants to travel abroad.
Brave Aulus wants to explore.
Luckily, Aulus is the master of a mighty ship.
With his sailors he sails from Ostia.
First, they go to Sicily
And see fiery Etna.
Then the winds carry them to Greece
Where they see lofty Olympus.
In Asia Minor
they see the ancient walls of Troy.
In the Mediterranean Sea
They watch silver dolphins.
In Egypt
They meet a crocodile in the Nile.
In Africa
They admire the beautiful queen of Carthage.
In Spain...
"Come, Aulus!" a woman's voice calls. "Dinner!"
The small boy plucks the small ship out of the pool
And goes to his mother.

The background of the image is a close-up of a classical bronze relief sculpture. It depicts the head of Medusa, the Gorgon, which is the central focus. Her face is human-like but with a stern, somewhat terrifying expression. She has large, almond-shaped eyes and a slightly open mouth. Surrounding her head are numerous snakes, their heads raised as if breathing or coiling around her. The entire scene is set within a circular frame, with a decorative border of small, repeating motifs at the bottom. The bronze has a warm, golden-brown patina with some darker, weathered areas.

MEDUSA

CREATIVE WRITING
CONTEST

2022-2023 Medusa Creative Writing Contest Winner

Ella Hagstrom



Ella Hagstrom

The **Medusa Creative Writing Contest** is available to students at any level who won a gold medal in the current year's Medusa Mythology Exam. Participating students submit a creative piece of writing in response to the annual prompt. Submissions are judged on their creativity, incorporation of elements of Greco-Roman mythology that enhance the narrative, mechanics, and overall impressions. Winning submissions receive a literary prize and certificate.

Ella Hagstrom is a rising junior at Clark School in Massachusetts. Her teacher is Michael Powers.



About the piece: My story is a modern retelling of the interaction between Zeus and his son, Ares, as originally presented in Book V of the *Iliad*. The scene is from when Ares returns to Mt. Olympus to complain to Zeus about being wounded by Diomedes during the Trojan War. In my story, I portray Ares as a whining teenager and Zeus as a perverted abusive and vice-affected father. In their interaction I attempted to show the dysfunction in their father-son relationship.

Zeus and Ares

ella hagstrom

Zeus sat upon his throne on Mt Olympus, smoking a freshly-lit cigar. As he flipped through that month's issue of the *Nymphæum* (which he had "borrowed" from Aphrodite) the centerfold of the Nymph-of-the Month unfolded onto his lap. He couldn't help but smirk to himself. He remembered spending time with this particular nymph but couldn't recall if he had appeared to her as a golden cloud or handsome Shepard to avoid the prying eyes of his wife.

Zeus heard a sound that pulled him out of that memory. He couldn't quite make it out at first, but soon discerned it was a groan. It was his ne'er-do-well son Ares, no doubt having been injured in battle and coming to cry about it to him and Hera.



Sure enough, in stumbled Ares, with his hand covering a bleeding, gaping stomach wound. He started rambling on about how some mortal (David? Desmond? Demetrius?) had stabbed Aphrodite in the wrist before driving a spear into his stomach. Zeus could barely make out what his son was saying, and even if he could have understood Ares Zeus simply didn't care. He had already redirected his attention back to favorite monthly subscription.

"IT'S NOT FAIR!" Ares cried out as he threw himself on the ground like a toddler. "I'm a god! He's a mortal! I should be stabbing HIM in the gut!"

As Zeus took out his cigar and set it on the nearby ashtray Hestia provided. Zeus paused for a moment then spoke, “Bane of Mortals, indeed”. Zeus let those mocking words work like salt in Ares’ bleeding wound. “Out of all the gods on Mt Olympus, you are the worst *by far*. No doubt your mother is the source of that trait. You deserve the sufferings of Tartarus. Sisyphus rolls a boulder up a hill every day. Tantalus stands in a pool of water that he can never drink with fruit he can never eat. Your grandfather and his brothers are imprisoned there too and if they talk back, they’re whipped by the furies until they bleed. And if you weren’t my son, I’d have you thrown in Tartarus *years* ago! *That’s* how much I hate you!”

Knowing that Tartarus wasn’t a realistic option, Zeus settled on hurling a small amphora filled with a balm that Aesclepius had concocted at the beginning of the war to heal any gods wounded in the fight. The arrows of his father’s words found their mark in Ares’ mind. He silently rose from the ground wincing from pain of his injury but the sting of Zeus’ mocking hurt far worse. Defeated, Ares slinked out of the throne room to his bed chambers.

Zeus had barely noticed his son’s departure. He was already back to puffing his cigar and reading his magazine. His eyes lit up with lust when he turned to a page featuring a new Oceanid. Perhaps this nymph could provide a pleasing distraction from his nagging wife and disappointing children...even if it was only for a moment.



2022-2023 Medusa

Creative Writing Contest Winner

Calista Wilkinson



Calista Wilkinson

The **Medusa Creative Writing Contest** is available to students at any level who won a gold medal in the current year's Medusa Mythology Exam. Participating students submit a creative piece of writing in response to the annual prompt. Submissions are judged on their creativity, incorporation of elements of Greco-Roman mythology that enhance the narrative, mechanics, and overall impressions. Winning submissions receive a literary prize and certificate.

Calista Wilkinson is a rising senior at Saint Mary's Hall in Texas. Her teacher is Erik Robinson.



About the piece: I reimagined Zeus and Apollo as litigants attempting to resolve the murder of Asclepius in the way of *The Orestia*. I love the idea of the Gods settling their issues in a more civil manner (pun intended). I took a humorous approach to juxtapose Zeus' blunt, unapologetic demeanor and Apollo's dramatic, poetic nature. I focused on the relationship between both Zeus and Apollo and Zeus and Athene to touch on his obvious favoritism. Ultimately, I enjoyed the excuse to write about Greek Mythology.



PROCEEDINGS

by Calista Wilkinson

WHEREUPON, AT THE 12TH HOUR ON THE WATER CLOCK, ON THE 11TH OF SKIROPHORION, 2500 BCE, HONORABLE PALLAS ATHENE PRESIDED OVER THE FOLLOWING:

ATHENE: We are reconvening in the matter of Phoebus Apollo v. Almighty Zeus, regarding the alleged wrongful death of Asclepius. Counsel, proceed with closing statements.

APOLLO: Once as a young god the fair blooms of love—

ATHENE: Apollo, we've been over this, this is not poetry recitation.

APOLLO: Fine. Coronis. Love. Infidelity. Raven. Feathers. White to black. Rage. Arrow. Behold, a baby!

ATHENE: Apollo.

APOLLO: Fine. I saved the baby, Asclepius, while Coronis was dying, and placed him in the care of noble Chiron. He grew to be a gifted physician and discovered a way to raise the dead, accomplishing feats that befit the son of a god. This angered my uncle Hades – as if he doesn't already have enough souls to manage – who then complained to my father. Zeus in turn without hesitation hurled a thunderbolt down at my son and murdered him in cold blood. Thus I charge him with murder of the 1st-degree.

ATHENE: [*mumbles*] Wrongful death. Thank you, I suppose. Would the defendant please present their closing statement?

ZEUS: First and foremost, this entire trial is a mockery and I am only here because Athene told me to and she is my favorite child. Second, I am the king and I do as I wish. I did kill the boy; so? I kill a lot of people, why does this one matter? Third, Hades is my brother, and when he has a complaint it has to be dealt with—

APOLLO: Ah, wretched me! Zephyrus murdered my beloved Hyacinth, Daphne is still a tree, and now my son is dead and there will be no justice for it! Oh Fates, why must you plague me with your cruelty!

ATHENE: [*banging gavel*] Apollo, you do not have the floor and this is entirely irrelevant.

APOLLO: You only say that because you're father's favorite!

[*IRIS approaches the stand with a letter*]

ATHENE: The court has just received information that Apollo, in a fit of rage after the death of his son, killed the Cyclopes – Brontes, Steropes, and Arges.

ZEUS: APOLLO!! [*thunder crashes*]

ATHENE: No lightning bolts in the courtroom.

APOLLO: Considering that there is no one to make them for you now, you might want to conserve them.

ATHENE: In light of this new evidence the court has heard enough to present a ruling.

ATHENE: The Court finds Zeus liable for the wrongful death of Asclepius, and as restitution, the court orders that Asclepius be deified as the god of medicine.

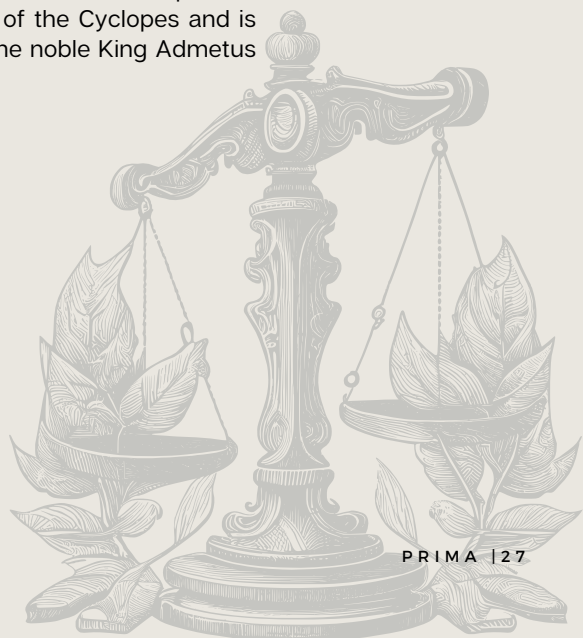
APOLLO: AHA! Even the king of the gods must answer to justice!

ZEUS: YOU UNGRATEFUL CHILD!!

ATHENE: Let me finish. The court has determined that Apollo is likewise responsible for the triple homicide of the Cyclopes and is therefore sentenced to a year of labor for the noble King Admetus of Pherae. Court adjourned.

APOLLO: I...

ATHENE: Court adjourned!





© Tiera

READY-TO-USE

Resources

Resources by Jenn Jarnagin

PRIMA is delighted to share resources by teachers that are effective, engaging, and ready-to-use!

This issue features a project for middle school students that aligns with the Exploratory Latin Exam syllabus.

You can select the **print icon** in the Joomag viewer to download and print these resources, or save them as a PDF.

MONSTER project

Jenn Jarnagin, ETC Chair

Drawing inspiration from the [Exploratory Latin Exam syllabus](#), this project served as my end-of-semester capstone for fifth grade, and it is suitable for any introductory year of Latin study in middle school. Students draw an original monster, write a description of it in Latin, and then do a gallery walk and attempt to match other students' written descriptions with their monsters. This is a great project because students get to be creative, collaborative, and demonstrate their proficiency in reading and writing.

We began the year with a classroom vocabulary unit, since I enjoy speaking Latin with students and this allowed me to give commands and for us to talk about our physical space. Then, we studied animalia, colores, numeri, and partes corporis. This sequence allowed students to learn all of the components for fun monsters.

1 Reading

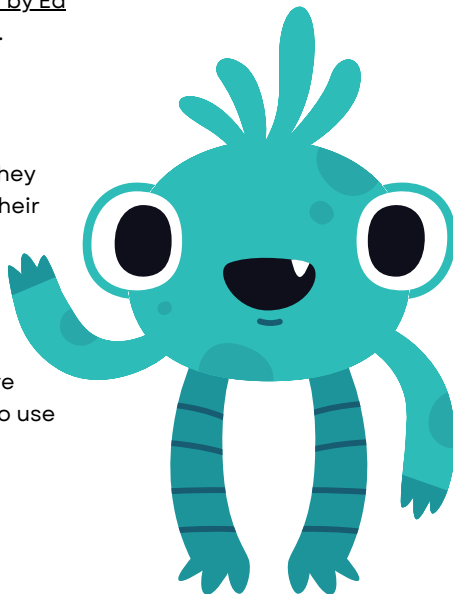
We read "[Go Away Big Green Monster](#)" by [Ed Emberley](#), which I translated into Latin.

2 Draw-Along

I describe a monster to students, and they draw along. At the end, they compare their monsters to mine.

3 Student Drawing

Students draw their own monster. I have requirements about how many words to use from each unit.



4

Writing

Students write a description of their monster in Latin using a handout to help them with unfamiliar words and phrases. This is especially helpful for adjectives.

5

Print & Laminate

I proofread the Latin passages and put them all into a table in a Word document. Then I print out and laminate the drawings, number them, and place them around the room.

6

Gallery Walk

Students do a gallery walk and match the descriptions with the pictures.

Resources Used:

- Introductory lesson [script](#)
- Assignment [resources and rubric](#)
- Sample [monster match](#) table used for gallery walk



The Vergilian Society

Programs for Secondary Teachers

2024 Study Tours

Greco-Roman Spain

June 25-July 7, 2024
Director: Raymond Capra

Roman Britain

July 9-21, 2024
Director: Beverly Berg

Cultural Landscapes on the Bay of Naples

July 7-19, 2024
Directors: Amy Leonard and Steven Tuck

Scribendo Discimus: A Workshop for K-12 Latin Teachers

July 15-26, 2024
Directors: Emma Vanderpool and Gregory Stringer

Translation Contest

- Translation + Short Answer Questions
- Secondary level students only
- FREE to students of member teachers
- *Cash Prizes* for top ten papers as well as Certificates and Letters of Commendation
- **Administration dates:** February 2024
- Application link will be made available to member teachers in December 2023

Wilks Travel Grants

Grants in amount of \$3,750-\$7,500 are available to support one week at the Harry Wilks Study Center at the Villa Vergiliana with your high school students.



The recently renovated villa offers full board accommodation including teaching space, library, internet, and grounds overlooking the ruins of the Cumaeon amphitheater.

Take your students to Pompeii, Herculaneum, Mt. Vesuvius, the acropolis of Cuma and the Cave of the Sibyl, Lake Avernus, Museo Nazionale Archeologico in Naples, Ischia, Capri, and the Greek colony of Paestum.

Scholarships

Full or partial tuition for Study Tours are available to elementary/secondary teachers or college instructors/adjuncts.
Application deadline Feb. 15.

www.vergiliansociety.org

Committee Members

PRIMA Writing Committee

Megan DeGraff-McMenamy, Chair

Amy Barker	Shirley Hall
John Bracey	Zee Ann Poerio
Chris Buczek	Connie Rodriguez
Maegan Cooper	Brad Savage
Kimberle Gray	Donna Seidman
Caitlin Halasz	Jennifer Jarnigan

Awards Committee

Amy Bernard-Mason, Chair

Traci Dougherty	Brad Savage
Catherine Hayward	Wesley Wood
Stephanie Krause	Jennifer Jarnigan

Curriculum Committee

Nicole Wellington, Chair

Chris Buczek	Stephanie Krause
Traci Dougherty	John Ricard
Shirley Hall	Brad Savage
Brandy Henricks-Marson	Julie Zammit
Kiki Karoglou	Jennifer Jarnigan

Middle School Committee

Cynthia Swanson, Chair

Nava Cohen	Brad Savage
Laura Fallon	Jennifer Jarnigan

ETC Live Committee*

Nicole Wellington, Interim Chair

Michael de Brauw	Connie Rodriguez
Traci Dougherty	Nathalie Roy
Shirley Hall	Brad Savage
Shawn Jennings	Susan Schearer

SCRIBO Writing Contest Committee

Patrick M. Owens, Chair

Chris Buczek	Brad Savage
Traci Dougherty	Donna Seidman
Liz Gephardt	Karuna Sinha
Nora Kelley	Amanda Wall
Drew Lasater	Travis Yeager
Leo Mahler	Cheryl Cheatham

Elementary Latin Exam Committee

Nava Cohen, Chair

Brandy Henricks-Marson	Kris Tracy
Ian Hochberg	Amanda Wall
Bethanie Kenderdine	Julie Zammit
Kendal Ogles	Cheryl Cheatham
Brad Savage	

Pegasus National Mythology Exam Committee

Micheal Posey, Chair

Nora Kelley	Andrea Stehle
Carrie Kennedy	Tashi Treadway
Lisa Masoni	Cheryl Cheatham
Nathalie Roy	

Medusa National Mythology Exam Committee

Megan Nathanson and Sherry Lee, Co-Chairs

Michael Bales	Nora Kelley
Shirley Hall	Dione Leung
Kate Hattemer	John Ricard
Minyoung Hwang	Cheryl Cheatham
Kiki Karoglou	

ex officio

**ad hoc committee*

PRIMA

EXCELLENCE THROUGH CLASSICS

PRIMA Info

PRIMA is published quarterly as the official magazine of Excellence Through Classics. Submissions may be sent to the Editor at prima@etclassics.org. Submission does not guarantee publication.
Created using [Canva for Education](#).

etclassics.org

Submit

Email prima@etclassics.org with ideas, articles, & artwork.

Share

Send to teachers, students, and friends!

Subscribe

Never miss an issue!

PRIMA