

ASCANIUS: THE YOUTH CLASSICS INSTITUTE

Final Report: LatinSummer 2009

A Comprehensive Guide



2009 LatinSummer Williamsburg Faculty



Roman Fashion Show

Mrs. Kristen Bortner, Assistant Director
Mr. S. Douglas Bunch, Executive Director
Mr. Kevin Jefferson, Assistant Director
Mr. Matthew D. Webb, Director

Sponsor of the Institute:
Williamsburg-James City County Public Schools

ASCANIUS: THE YOUTH CLASSICS INSTITUTE

LATINSUMMER WILLIAMSBURG 2009

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August 7, 2009

Mr. Matthew D. Webb, Director

Ascanius: The Youth Classics Institute
Williamsburg-James City County Public Schools

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OFFICE OF THE DIRECTOR

In this time of economic hardship, some may question the value of expending scarce resources to support the study of language, the arts, and culture -- especially the language, arts, and culture of an ancient society.

And yet, amidst these challenges, the 70 students, 10 faculty and staff members, and 45 teacher workshop participants of LatinSummer Williamsburg 2009 came together for two inspiring weeks. Latin was spoken. Mosaics were crafted. Mock gladiator battles were hotly contested. Togas were constructed and worn. And much more.

Throughout this two-week journey, participants not only broadened their own horizons by learning about the ancient past, but they also made daily connections to the modern world: they strengthened their English vocabularies and discovered the influence of the Classics on our society. The positive effect was not limited to students; teacher workshop participants committed to new and exciting methods of instruction.

Student and parent evaluations were among the most enthusiastic and positive ever. Mere days after LatinSummer concluded, parents and administrators were mobilizing to bring LatinSummer back to Williamsburg in the future. Thank you, Williamsburg!

I sincerely hope that the experience of Williamsburg can serve as a model for other school districts across the nation. Despite the severe budget stresses that we all face, we must insist that language, arts, and culture are important, and deliver those subjects to our students in innovative, exciting ways. The LatinSummer program provides a proven, popular, and flexible way to achieve just that.

Mr. Matthew D. Webb
Director

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Overview

I. Program Description

LatinSummer 2009 was a joint project of Ascanius: The Youth Classics Institute and Williamsburg-James City County Public Schools. From July 27 to August 7, 2009, seventy-three students in first through seventh grades from schools in Williamsburg, Virginia, gathered at Rawls Byrd Elementary School in Williamsburg, Virginia, to celebrate LatinSummer, where they learned about all aspects of Latin and the classical world. Teachers and school administrators at all levels throughout the nation were also invited to learn how to incorporate classics into their curricula, and specifically, how to begin programs like LatinSummer in their own school divisions.

II. Faculty and Staff

Ms. Lena Barsky **Activities Instructor**

Lena Barsky is a junior at Yorktown High School in Arlington, Virginia. She has been a student of Latin since seventh grade and the Classics have been one of her passions for as long as she can remember. She is the secretary of Yorktown's chapter of the Junior Classical League as well as Yorktown's Latin Honors society. She is especially interested in mythology, as well as Latin poetry (especially that of Ovid). Her interests outside of the classics include playing the clarinet, reading anything and everything she can get her hands on, and stargazing.

Mrs. Kristen B. Bortner **Assistant Director**

Mrs. Kristen Bortner teaches Latin at Lafayette High School and Rockwood Summit High School in St. Louis County, Missouri. She holds a Bachelor's degree in Classics from the University of Virginia and is currently pursuing a Master's degree in Literacy Education at Southern Illinois University Edwardsville.

As Director of Operations for Ascanius, Mrs. Bortner helps to coordinate logistics, publicity, public relations, and outreach projects.

Mr. Charles Caplan
Art & Mythology Instructor

Charlie Caplan is a junior at St. John's School in Houston, Texas. He will be in his sixth year of Latin, and is attempting to teach himself Greek. He has competed in Certamen for the past five years, and will be captain for the next two. He loves studying anything vaguely Classical, especially mythology. From June eighteenth till July eighth he will be participating in an archaeological dig in Pylos, Greece, with the Iklaina program.

Ms. S. Stuart Davis
Grades 1-2 Instructor

Stuart Davis is a kindergarten teacher at Crossroads Elementary School in Norfolk, Virginia. Ms. Davis earned her B.A. (in English) and M.Ed. from the College of William & Mary. Her master's thesis investigated the influence and importance of the Virginia Governor's Latin Academy on the preservation and perpetuation of Latin. For several years she has taught a Latin class for gifted 3rd - 5th graders in Norfolk Public Schools' Summer Academic Enrichment Program. She helped develop and teach LatinSummer's special curriculum for students in grades 1 and 2.

Ms. S. Suzanne Henrich
Grades 1-2 Instructor

Ms. Suzanne Henrich is a Latin teacher at Dover High School in Dover, New Hampshire. She holds a Bachelor's degree in Classics from Lawrence University in Wisconsin, and a Master's degree in Teaching Latin and Classical Humanities from the University of Massachusetts Amherst.

As an Ascanius board member, Ms. Henrich assists the other members in their duties especially those involving Ascanius workshops.

Mr. Kevin Jefferson
Assistant Director

Kevin Jefferson is a second-year Classics Major (with a Latin concentration) at the University of Virginia. In 2006, he served as Latin Instructor at LatinSummer Alexandria. While a student at Park View High School in Sterling, Virginia, he helped organize the school's Certamen teams. He also attended the Virginia Governor's Latin Academy. His personal interests include mythology, philosophy, and omelets.

As Director of Student Programs for Ascanius, Mr. Jefferson helps to organize and coordinate both the major LatinSummer programs, as well as smaller student outreach programs.

Ms. Molly Kriva
Grades 1-2 Instructor

Molly Kriva is an undergraduate Classics major at Lawrence University in Appleton, WI, but still calls Milwaukee home. She started taking Latin in high school and has not stopped since! Molly is also studying Ancient Greek. Her favorite Roman authors include Catullus, Vergil, and Lucretius. When not studying, she is probably at rowing practice, taking a run along the river, or volunteering at an elementary school near her campus.

Ms. Laura Tait
Roman Culture Instructor

Laura Tait is currently a graduating senior from Maggie L. Walker Governor's School in Richmond, Virginia. She has been taking Latin for six years and is now in her second year of AP Latin. During those six years she has read works from many Latin authors such as Catullus, Ovid and Vergil. Laura does not yet know where she will be attending college in the fall, but she plans to continue her studies in the classics. In her free time, Laura participates in Irish dance and Taekwondo, in which she holds a second degree black belt. She is very excited for the opportunity to be a part of LatinSummer Williamsburg this July.

Mr. Matthew D. Webb
Director, Workshop for Teachers Coordinator

Mr. Matthew Webb is Latin instructor for the Moultonborough School District in Moultonborough, New Hampshire. He holds a Bachelor's degree in Classical Languages and Literatures from the University of Maryland, and a Master's degree in Teaching Latin and Classical Humanities from the University of Massachusetts Amherst. He has also studied at The American University of Rome. Mr. Webb is the author and editor of numerous publications related to Classics pedagogy, and serves as Immediate Past Chair of the American Classical League's Excellence Through Classics for Elementary and Middle School Levels Committee. Mr. Webb's other professional memberships include the ETC's Exploratory Latin Exam Committee, the New Hampshire Classical Association, and the Classical Association of New England. A recipient of the Outstanding Maryland Classicist Award, Mr. Webb is the founder of the nationwide Medusa Mythology Examination.

As Director of Teacher Programs for Ascanius, Mr. Webb organizes and coordinates workshops for teachers. In addition he helps to develop and compile publications for both teachers and students.

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Objectives

General program objectives:

- To provide a challenging academic experience for high ability learners.
- To develop logical reasoning and critical thinking skills.
- To promote openness, creativity, and enthusiasm for learning.
- To encourage the free communication of ideas.

General curriculum objectives:

- To expose students to Latin and to Roman society and culture.
- To expose students to the mythology of the ancient Greeks and Romans.
- To encourage students to make connections between Latin and their own language.
- To encourage students to apply knowledge of the classical world to their own world.

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Curriculum

For students in grades three through seven, LatinSummer 2009 consisted of four classes. Students attended two of these classes on each even day and two others on each odd day. The classes included:

- Art & Mythology
- Roman Culture
- Latin
- Greek

Later in each day, students explored a new topic through an activity of a hands-on or audio-visual nature. These activities covered material beyond the scope of the four classes above. The topics in the Activity Period included, but were not limited to, topics such as:

- Frescoes
- Gladiator Fights
- Roman Plays
- Roman Games
- Roman Villas
- The Pompeian Forum
- The Eruption of Mount Vesuvius

Students in grades one and two attended a pullout class for the entire day. Different topics were explored each day. An explanation of the grades one and two syllabus can be found in Appendix B.

A class and activity schedule for the Institute can be found in Appendix A, an Institute syllabus can be found in Appendix B, and the results of parent and student evaluations can be found in Appendix E. Assessment was an extremely important part of the program. Through these evaluations, parents and students were able to appraise the value of their experience and recommend changes for future LatinSummer programs.

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Appendix A:
Master Schedule

<i>Maximi Maximaque Organized by Class</i>									
Williams (Latin)		Tait (Culture)		Caplan (Art & Mythology)		Webb (Greek)		Barsky (Activities)	
I	II	I	II	I	II	I	II	All Days	
1	Dido	Centaur	Echo	Dido	Echo			Atlas/Bacchus	
2	Echo	Assist Gr. 1-2	Centaur	Assist Act.	Assist Webb		C/D/E		
3	Assist Ac- tivities	Atlas	Assist Gr. 1-2	Assist Act.	Bacchus	A/B		Centaur/Dido/Echo	
4	Bacchus	Bacchus	Atlas	Assist Act.					

<i>Maximi Maximaque Organized by Cohort</i>									
Atlas		Bacchus		Centaur		Dido		Echo	
I	II	I	II	I	II	I	II	I	II
1	Barsky	Barsky	Barsky	Caplan	Williams	Williams	Tait	Tait	Caplan
2				Tait	Webb	Caplan	Webb	Williams	Webb
3	Webb	Williams	Webb	Barsky	Barsky	Barsky	Barsky	Barsky	Barsky
4	Caplan	Tait	Tait						

<i>Maximi Maximaque</i>			
Activities Class Help			
I	II		
1	none	none	
2	Borthner or Jefferson	Tait	
3	Williams	Tait	
4	Williams	Caplan	

<i>Minimi Minimaque</i>					
Faun		Gorgon		Hydra	
I	II	I	II	I	II
1					
2					
3					
4					

<i>Class Times</i>					
1	9:00 – 9:50	1/2 Activity	9:00 – 10:28		
2	9:53 – 10:38	1/2 Break	10:28 – 10:38		
3	10:41 – 11:26	3/4 Break	10:41 – 10:51		
4	11:29 – 12:15	3/4 Activity	10:51 – 12:15		

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Appendix B:
Schedule of Course Topics

Schedule of Course Topics

	<u>Art & Mythology, Rm. 506</u>	<u>Roman Culture, Rm. 505</u>	<u>Latin, Rm. 507</u>	<u>Greek, Rm. 508</u>
<i>July 27, 28</i>	Introduction to the Gods	Intro to Rome & the Roman Empire	Greetings & Conversations	Intro, Adjectives
<i>July 29, 30</i>	The Metamorphoses	Roman Education	Emotions	Animals
<i>July 31, Aug 3</i>	Heroes	The Roman <i>domus & familia</i>	Foods & Colors	Verbs
<i>Aug 4, 5</i>	The Trojan War	Roman Government	Parts of the Body	Foods
<i>Aug 6, 7</i>	Skits Preparation	A Dinner Party in Pompeii	Roman Professions	Alphabet, Writing

	<u>Activity Period, Rm. 504</u>	<u>Grades 1-2 Pullout Class, Rms. 501, 502, 503</u>
<i>July 27</i>	Mythology through the Arts: Jupiter	See reverse.
<i>July 28</i>	Roman Art: Frescoes	
<i>July 29</i>	Mythology through the Arts: Mars	
<i>July 30</i>	Gladiator Fights	
<i>July 31</i>	Roman Plays	
<i>Aug 3</i>	Roman Games	
<i>Aug 4</i>	Pompeii I: Build a Villa	
<i>Aug 5</i>	Pompeii II: Build the Forum	
<i>Aug 6</i>	Pompeii III: Vesuvius Erupts	
<i>Aug 7</i>	<i>ritus terminālis</i>	

Grades 1-2 Schedule of Course Topics*

<p>Day 1:</p> <ul style="list-style-type: none"> Welcome to Rome/Latin Welcome to Our Room Weekdays and Weather Latin Names Gods and Goddesses (Jupiter, Neptune, Venus, Mars) Gods Fingerpainting <p>Day 2:</p> <ul style="list-style-type: none"> Gods and Goddesses review (card games) Latin Numbers Gods and Goddess II (Diana, Mercury, Ceres, Apollo, Minerva) Numbers Roman clothing Number/Gods songs <p>Day 3:</p> <ul style="list-style-type: none"> Gods review (cards) Family Gods and Goddesses puppets Family trees Archaeology Family/numbers songs <p>Day 4:</p> <ul style="list-style-type: none"> Gods/family song Classroom Items Roman house Classroom Bingo <p>Day 5:</p> <ul style="list-style-type: none"> Numbers review Colors Animals (2) Constellations 	<p>Day 6:</p> <ul style="list-style-type: none"> Jello Activity More Colors/Animals Transformation Myths Body Parts Architecture <p>Day 7:</p> <ul style="list-style-type: none"> Family/numbers song Foods Plant/Flower Myths Verbs Roman Banquet <p>Day 8:</p> <ul style="list-style-type: none"> Adjectives Culture/Myth Sentence structure Geography of Italy Roads <p>Day 9:</p> <ul style="list-style-type: none"> Natural World Nature Myths Sentence Structures Nature scavenger hunt <p>Day 10:</p> <ul style="list-style-type: none"> Review Mosaics Closing Ceremonies
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*Nota bene: Faun group goes through Days 1-10 consecutively.
 Gorgon and Hydra groups follow a nonconsecutive schedule.

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Appendix C:
Workshop for Teachers

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Workshop for Teachers

Ars Gratiā Artis: An Interdisciplinary Approach to Art & Architecture in the ES Classroom.

Report of the Workshop

Matthew D. Webb, Coordinator

I. Description of Sessions

Eat Your Way Through Art: Edible and Hands-On Ways to Teach Classical Art and Architecture

Concerned about your students having the stomach for learning about Classical art and architecture? Come learn how to get them excited and hungry for more! Creating edible and hands-on projects can serve as a great introduction to a topic, or as the final result of earlier exploration. Participants will create their own tasty roads, aqueducts, mosaics and more, while learning about classical art and how to incorporate such projects into the classroom.

Share the Wealth: Using Ancient Coins Across the Curriculum

Ancient coins can be used across the curriculum. These tiny artifacts can make a big impression on students at all levels by providing a piece of history that they can hold in their hands to connect with the past. Design a classroom ancient coin museum with student docents, perform skits based on the mythological creatures depicted on the coins, create an archaeological simulation, see how ancient coins influenced coins of today, and more!

The Hands-on Approach to Roman Art and Architecture: A Mosaic of Disciplines

Studying Roman art and architecture need not be reserved for elite classical scholars! This presentation will show how to integrate Roman art and architecture into core disciplines in a fun and non-intimidating way. Learn how to incorporate basic geometry while building gingerbread temples, or teach students to compose poetry in their own colorful mosaics. The possibilities are endless! Come and learn creative ways to make classical studies fit your curriculum!

No Longer Greek to Me: Sharing Greek Art and Architecture with Elementary Students

One of the legacies of ancient Greece is its art and architecture; we see its influence all around us! How can we make these topics accessible to younger students? In this session, we explore this monumental subject - from painted pottery to the precisely-built Parthenon. You will participate in activities that can be used across the curriculum to teach students about ancient Greek art and architecture. By the end, you will have at your disposal an amphora of new ideas, and you'll say, "It's no longer Greek to me!"

Ars Longa, Vita Brevis: Classical Art & Architecture Today

The Greeks and Romans influenced art and architecture far after the prime of those cultures – even into today. In this session, learn about local and regional field trip opportunities that expose your students to this ongoing influence.

Ad Astra! To the Stars! Resources for Further Exploration

Want to explore the world of Classics with your students beyond art and architecture, but don't know where to start? The sheer number of materials and publications can be overwhelming! This session guides you through resources that will help you teach about Latin, mythology, and Roman culture. Sample materials to find out what's right for you – regardless of whether or not you have taught the Classics before!

Sharing Session & Observation of LatinSummer

Draw inspiration, ideas, and best practices from your colleagues at our sharing session. Then discover even more fun activities by observing LatinSummer, an enrichment program for students in grades 1-7. Participants in LatinSummer explore the Latin language, Roman culture, and mythology.

II. Schedule

Monday, 3 August 2009

9:00 - 9:15	Welcome
9:15 - 11:00 <i>Break 10:00-10:05</i>	“Eat Your Way Through Art: Edible and Hands-On Ways to Teach Classical Art and Architecture” Ms. Suzanne Henrich, Dover High School (NH) Director of Student Programs, Ascanius: The Youth Classics Institute
11:00 – 12:00	Light Lunch / LatinSummer Observation
12:00 – 2:00 <i>Break 1:00-1:05</i>	“Share the Wealth: Using Ancient Coins Across the Curriculum” Ms. Zee Ann Poerio, St. Louise de Marillac School (PA) Immediate Past Chair, Excellence Through Classics for ES/MS Levels Director, Ancient Coins for Education

Tuesday, 4 August 2009

9:00 – 11:00 <i>Break 10:00-10:05</i>	“The Hands-On Approach to Roman Art and Architecture: A Mosaic of Disciplines” Mr. Richard Hang, Flint Hill School (VA) Former Faculty Member, Ascanius: The Youth Classics Institute
11:00 – 12:00	Light Lunch / LatinSummer Observation

12:00 - 2:00
Break 1:00-1:05

“No Longer Greek to Me: Sharing Greek Art and Architecture with Elementary Students”
Ms. Kristen B. Bortner, Rockwood School District (MO)
Director of Operations, Ascanius: The Youth Classics Institute

Wednesday, 5 August 2009

9:00 - 11:00
Break 10:00-10:05

“Ars Longa, Vita Brevis: Classical Art and Architecture Today”
Mr. Matthew D. Webb, Moultonborough School District (NH)
Director of Teacher Programs, Ascanius: The Youth Classics Institute
Former Chair, Excellence Through Classics for ES/MS Levels

11:00 - 11:15

Break

11:15 - 12:30
Break 12:00 -12:05

“Ad Astra! To the Stars! Resources for Further Exploration”
Mr. Kevin Jefferson, University of Virginia
Board of Directors Member, Ascanius: The Youth Classics Institute

12:30 - 2:00

Sharing Session
Meet the LatinSummer Teachers
Group Closing Luncheon

III. Class and Activity Observation Choices

Monday, 3 August 2009

The observation period is 11:00 a.m. – 12:00 p.m. Choices are:

Class Name	Instructor	Today’s Topic	Room
Art & Mythology	Charlie Caplan	Heroes	506
Roman Culture	Laura Tait	The Roman <i>domus & familia</i>	505
Latin	Katherine Williams	Foods and Colors	507
Greek	Matthew Webb	Verbs	508
Activity Period	Lena Barsky	Roman Games	504
Grades 1-2 Pullout Class	Stuart Davis-Foxworth	Various Topics	501
Grades 1-2 Pullout Class	Suzanne Henrich	Various Topics	503
Grades 1-2 Pullout Class	Molly Kriva	Various Topics	502

Tuesday, 4 August 2009

The observation period is 11:00 a.m. – 12: 00 p.m. Choices are:

Class Name	Instructor	Today's Topic	Room
Art & Mythology	Charlie Caplan	The Trojan War	506
Roman Culture	Laura Tait	Roman Government	505
Latin	Katherine Williams	Parts of the Body	507
Greek	Matthew Webb	Foods	508
Activity Period	Lena Barsky	Pompeii I: Build a Villa	504
Grades 1-2 Pullout Class	Stuart Davis-Foxworth	Various Topics	501
Grades 1-2 Pullout Class	Suzanne Henrich	Various Topics	503
Grades 1-2 Pullout Class	Molly Kriva	Various Topics	502

IV. Participation

Forty-four teachers registered. These teachers came from the following schools:

Achilles Elementary School (Hayes, VA)	Mecklenburg County Public Schools (VA)
Brock Road Elementary School (Spotsylvania, VA)	Northside Middle School (Norfolk, VA)
Classical Conversations (Bowling Green, VA)	REACH Homeschool Group (Locust Grove, VA)
Dudley School (Wirtz, VA)	RPG Academy (Hopewell, VA)
Franklin County Public Schools (Rocky Mount, VA)	Terraset Elementary School (Reston, VA)
Great Falls Elementary School (Great Falls, VA)	The Aquinas Montessori School (Alexandria, VA)
Greenwood Christian Academy (Williamsburg, VA)	Thomas Jefferson Elementary School (Falls Church, VA)
Homeschool	West End Christian School (Hopewell, VA)
Kellam High School (Virginia Beach, VA)	West Point Elementary School (West Point, VA)
Magistra Sheppard's Latin and Classics (Rhoadesville, VA)	West Side Homeschool Co-op (New York, NY)
Matthew Whaley School (Williamsburg, VA)	Willard Model Elementary School (Norfolk, VA)

V. Evaluation

Nineteen evaluations were completed. The evaluation form and a summary of participants' responses can be found in the pages that follow.

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Workshop for Teachers

Evaluation Form

Name (optional): _____

School (optional): _____

On a scale of 1 to 5, with *one* being “strongly disagree” and *five* being “strongly agree,” please rate the extent to which you agree or disagree with the following statements. Please feel free to make comments!

DISAGREE - > - > - > AGREE

Institute staff were helpful as regards assisting with travel and accommodations arrangements.

1 2 3 4 5 N/A

The Institute staff's responses to your inquiries were swift and helpful.

1 2 3 4 5 N/A

The registration materials and processes were organized and easy to understand.

1 2 3 4 5

The Institute's website is helpful, informative, attractive, and easy-to-navigate.

1 2 3 4 5 N/A

The presentations were useful.

1 2 3 4 5

You are pleased with the handouts and other items given to you in the presentations.

1 2 3 4 5

The Workshop presenters were enthusiastic and energetic.

1 2 3 4 5

The LatinSummer faculty and staff were enthusiastic and energetic.

1 2 3 4 5

The observation periods were enjoyable and useful.

1 2 3 4 5

You would recommend this Workshop to other teachers.

1 2 3 4 5

Please respond to the following open-ended questions:

1. What was the MOST helpful presentation that you attended, and why?

2. What are some practical ways that you plan to use the tools that you gained at this Workshop?

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Workshop for Teachers

Evaluation Form

3. Do you feel that incorporating Classical Studies into the elementary and middle school curricula is important? Why or why not?

4. What sessions or themes would you like to see at future Workshops of this type?

5. Please provide some suggestions for how we can improve this Workshop in future years.

6. What arrangements, if any, has your school district or school made to assist with your attendance at this Workshop?

7. Additional comments?

Nineteen workshop evaluations were completed.

1. On a scale of 1 to 5, with one being “strongly disagree” and five being “strongly agree,” please rate the extent to which you agree with the following statements. Please feel free to make comments.

Institute staff were helpful as regards assisting with travel and accommodations arrangements.
Average Score = 4.8

The Institute’s staff’s responses to your inquiries were swift and helpful.
Average Score = 5

The registration materials and processes were organized and easy to understand.
Average Score = 4.9

The Institute’s website is helpful, informative, attractive, and easy-to-navigate.
Average Score = 4.7

The presentations were useful.
Average Score = 4.6

You are pleased with the handouts and other items given to you in the presentation.
Average Score = 4.7

The Workshop presenters were enthusiastic and energetic.
Average Score = 4.8

The LatinSummer faculty and staff were enthusiastic and energetic.
Average Score = 4.8

The observation periods were enjoyable and useful.
Average Score = 4.3

You would recommend this Workshop to other teachers.
Average Score = 4.7

Comments:

I enjoyed observing the classes in action.

Looking forward to downloads.

I would not recommend this so much for art teachers; instead classroom teachers or someone wanting to start a Latin club in their school.

Last presentation not necessary. Give handout.

Too many handouts – less paper, more links

I would recommend this workshop to *classroom* teacher, not art teachers.

Some excellent – others woeful in lack of preparation and info.

2. What was the MOST helpful presentation that you attended, and why?

Responses:

Everything had some helpful elements. Nothing was wasted. Loved the field trips, especially in DC since we live there.

“No Longer Greek to Me” – Good ideas for my art classes

“Ars Longa...” – love the photo project to do with my older students

All of the presentations were excellent. It is difficult to choose one since all were helpful. I found the “Ars Longa, Vita Brevis: Classical Art & Architecture Today” most helpful. Mr. Webb provided excellent ideas and examples that will enrich the topic in my classroom (3rd grade).

“Ars Longa, Vita Brevis” because Matthew Webb is an excellent teacher; has a good sense of humor; is knowledgeable and enthusiastic.

Toss-up between “Share the Wealth” and “No Longer Greek...” Both were strong presenters and great info. for use in the classroom. All presentations were great however!

Loved Matt’s presentation on architecture in DC – It’s in my backyard, and I’m already getting ideas of how I could do something similar with my students. Coupled with the gingerbread houses in some form to teach the parts of the architecture, I know my kids will take away a great deal.

Matt’s presentation on the D.C. walking tour – useful handout, moved quickly
I did enjoy building the Parthenon but twice wasn’t necessary. ☺

“Classical Art and Architecture Today.” Gave me great ideas to walk away with and use right away. Well developed.

The coin presentation by Zee Ann was very interesting, funny, and energetic. I came home very inspired.

Pottery – Third graders use clay, but I would like to present the kylix paper project first.

Architecture – Washington DC trip for 6th grade will benefit from Matthew’s presentation and activity sheets.

Using Greek and Roman myths to introduce a project

Ms. Henrich’s – edible was great! Lots of practical, hands-on ideas.

“Share the Wealth” because it gave me ideas to use with the displays of ancient civilizations that I am already presenting.

“Ars Longa, Vita Brevis: Classical Art & Arch.” He seemed to be more knowledgeable about details and specifics. Did great with the comparison of Greek/Roman art/architecture/culture to modern time (DC).

Matthew Webb’s Day III morning presentation was excellent. Very informative and fun. This should have been the first presentation. Then we would have known what we were doing during the hands-on work. Mrs. Bortner’s Greek info. was also excellent as was Mrs. Poerio’s on coins. I would have been filled with these alone.

All gave a different insight on things we teach but I hope to have time to try to incorporate language in my lessons. I really enjoyed the pictures to help me and will use them in my class.

The lessons on Greek and Roman architecture will help complement the lessons I have designed for my third graders.

The coin workshop was interesting and I enjoyed the two workshops on Tuesday.

Matt's presentation was very thorough, provided great teaching materials, and was presented very well. The presentation on coins was second best for the same reasons.

"Ad Astra," because it addressed teaching of language more than those devoted to Roman culture.

3. What are some practical ways that you plans to use the tools that you gained at this Workshop?

Responses:

Definitely: mosaics, friezes, building the Parthenon

Applying the info. into various art projects (not edible though). I will do creations that can be kept. ☺

I plan on using some of the hands-on activities in the classroom. I will be sharing information from this workshop with our talented and gifted coordinator to see about including a Latin enrichment program in our school.

Incorporate some of the ideas and activities into lesson plans

I'm planning on creating a mini-workshop for our 3rd grade teachers (who teach about ancient Greece & Rome) of some of the ideas shared this week. I also want to create a parent/child art scavenger hunt to use at the National Gallery of Art.

Implementing more Latin & Greek roots into daily classroom lessons (we do this already in Montessori, but I could do more). I was definitely inspired to teach more about Greek/Latin history, mythology/influences.

Incorporate Greek & Roman art into my art classroom.

The slide shows are fabulous. Having a quick show for the students, sharing some info. on gods and goddesses and myths, then reinforce with an activity is a great practice.

Coins with kids. More classical connections.

Create edible mosaics. Use powerpoints as photo examples of art and architecture.

I will hopefully be able to spend more time volunteering and presenting some vocabulary/literary devices with the students.

Possibly including some Latin vocabulary during my lessons that correspond with Greek and Roman topics. I have gotten some great ideas for inservice projects.

Reminded me to do more mythology, building projects, archaeology work, identification of elements of architecture in historic, modern buildings and within DC (for a start).

I will more than likely use the edible mosaics and the aqueducts activity from Zee Ann.

I will incorporate the ideas of using food in my classroom to teach about the art and architecture of Greece and Rome.

I loved the mosaic idea to help review for tests as well as construction the Parthenon.

Use some of the resources recommended in the classroom. Do further research as grants and options are available.

Use cds and books purchased.

4. Do you feel that incorporating Classical Studies into the elementary and middle school curricula is important? Why or why not?

Responses:

Teaching any language is best taught in the years of 1 to 8 years of age. Children are most apt to learn during this sensitive period for the acquisition of language.

Absolutely. It provides exposure to another language, culture, and basis for sciences in many modern languages – and a great exercise for the brain.

Yes, I think that Classical Studies is very important because it gives students an understanding of our word origins and connects present-day life to some of the history they are learning.

Yes, there is much to connect in history to the present. Students need to learn from the past.

I do, because it can be beneficial but time really doesn't allow for a lot of extras.

Very important – It provides the basis for understanding how languages are constructed. Ancient history is fun and provides comparisons for understanding more contemporary history, i.e., understanding people and how they work.

Yes, it is where art/architecture really began to come together and is reflected in many of today's art/architecture.

Yes, because it provides a basis for so many of our own American ideas/vocab./lit./laws/art/etc.

I do feel it's important as classics have influenced so much of today's art, architecture, and languages.

Yes! This is the basis of much of our own foundation as a country.

Yes.

Classical studies is important to help teach and understand "modern" literature and the English language. Everything comes from something – to know the basics will help know the future.

Yes – appreciation for those that came before and understanding where much of our culture, language, art, architecture comes from. Knowledge = power.

Absolutely. Understanding the past helps us all grapple more successfully with where we are and where our society is heading.

Absolutely, but I am very "old school" in my values.

I feel incorporating classical studies is important to help students understand present day culture (language government, architecture, etc.).

N/A – I'm an art teacher, not a classroom teacher. However, I do feel it's important because of the amount of Greek/Latin language, architecture, etc. that carries over to today.

Yes, because children are most receptive at this time in their life.

5. What sessions or themes would you like to see at future Workshops of this type?

Responses:

Plants in mythology, i.e., bay leaf, hyssop, olive trees...Children can grow and experience these plants indoors or out.

All of the sessions were helpful and informative. It might be nice to see more examples of drama used in the classroom.

You're doing a great job.

I'd love to learn more of the language. Learning Greek/Latin roots can serve as a great foundation for students in so many ways. We keep hearing about *Cat in the Hat* in Latin – I wish I had gotten to hear it!

More on incorporating prefixes/suffixes/roots in fun ways because these are applicable to all folks – even if they're not overtly wanting to teach Latin/Greek.

Latin/Greek root word focus for classroom teachers. Focus on cultural aspects (food and literature).

Maybe a presentation just on Greek and/or Roman Mythology.

These were great.

A little more Greek vocab. Music for Greece/Rome. Plays or costume.

(Coins and Matthew Webb's presentation – Great!) More mythology information of gods and goddesses.

More hands-on for children.

I enjoyed the ancient coins session as well as the hands-on approach to learning architecture.

Introductory lesson to Latin language. A chance to see and use the Latin textbook, *Minimus*.

More application of how to actually teach the Latin language rather than crafts to enhance the program.

Dialogues, plays acted out? Composition of Latin sentences and stories.

6. Please provide some suggestions for how we can improve this Workshop in future years.

Responses:

You are doing beautifully. No change necessary.

Minimize emphasis on crafts, provide the written info., but do not spend too much time reviewing it in class – it is self-explanatory. While a lot of fun, making two version of the Parthenon was not necessary.

Make the presentations a little shorter. I enjoyed the ones that were interactive and gave practical ideas for our classrooms. I would like more hands-on activities.

Provide more hands-on activities.

I think a lot of the powerpoints were repetitive in their information. Maybe separate the key topics and get more details. 1. Mosaics/frescoes. 2. Architecture. 3. Pottery. 4. Edible art. (Separate and give more details, etc.). The speakers talked a lot about the same things.

It's fantastic as it is, but if you added any sessions it would need to be another day longer.

None.

Last workshop totally unnecessary, but handouts very useful and self-explanatory.

Again, one Parthenon. ☺

This was great! Inspiring, fun, well-organized, informative – Thanks!!

Even more hands-on activities would be great. It's helpful to try things out with someone present who has been through it all before!

Too much emphasis on “sugary” craft. How about celery stalks for fluted Roman columns?

Well planned and presented. I cannot think of any improvements.

Although the flyer stated art and architecture, I felt that this was definitely more classroom teacher oriented. For me, as an art teacher, it was a lot of art history review (not always bad to review, though ☺). For the most part, so much didn't really apply to me, but I am taking home and back to school some good ideas to use. As I mentioned, the photo project is great.

Perhaps adding cuisine, i.e., bread making, not just sugar eating activities.

7. What arrangements, if any, has your school district or school made to assist with your attendance at this Workshop?

Responses:

They paid for rooms and did all paperwork for registration.

None – I received the flyer because of the art aspect of it.

The school supported my attendance.

We are a small private Montessori school, and our director (who is amazing) made it all happen.

I arranged for the hotel, but I am being reimbursed. Our assistant superintendent first heard about Ascanius and sent the information (and an invitation to attend) on to me.

Our administration paid for all hotels – highly encouraged.

Assistant superintendent agreed to pay for hotel.

The human resource department approved this workshop for staff development points.

I live in Williamsburg. Bring this to Williamsburg again, so I can get more WJCC people involved.

Our director of curriculum sent an email informing us of the workshop. Otherwise, I wouldn't have sought it out.

None.

None, however I didn't ask or need any assistance because I live so close. ☺ VA Beach.

Paid for accommodations. We were most appreciative that the workshop was offered gratis. It was possible for many of us to come and enjoy. Thank you!

None needed.

N/A

N/A

My school provided lodging.

Arranged for hotel accommodations.

8. Additional comments?

Responses:

Thank you. All our eight participants agreed that it was a very enjoyable workshop.

I truly appreciate the enthusiasm of all the staff, but from my personal perspective, some of the presentations could have been either shorter or provided entirely in printed form – specifically “Eat Your Way through Art” and “Ad Astra” – great reference material, but the oral presentation (while well done), did not add much value.

I enjoyed coming and learning a bit about Latin, as well as Roman and Greek architecture.

Thank you for your time and expertise.

A fantastic approach to elementary Latin instruction, which apparently seems unknown outside the Montessori community is Keepers of Alexandria, developed by John Wyatt at Beloit College – very hands-on, multi-disciplinary, incredible foundation for English grammar. See NCLG or promotelatin.org.

I did get some useful information from this workshop. However, it was geared more towards classroom teachers. It is not quite as helpful for art teachers because the art information is so basic. A few of us knew most of the “art” information, whereas it was a good guide for classroom teachers.

Thanks for making this experience available.

Thanks again!

Thanks for everything! It's been great!

This was very enjoyable, however I felt very repetitive. Nearly all workshops covered the same review of “parts of a temple.” I think I would have enjoyed it more had each presenter focused on one aspect of art/architecture. For example, just a workshop on mosaics, one just on frescoes, etc. The presenter would

be able to focus more on details of that subject. The raffle was great!! Overall – Great to be here for many reasons; not a waste of time overall.

Thanks for doing this and making it affordable for all of us.

Keep up the good work and the enthusiasm!

Thank you for an interesting and informative workshop. I enjoyed the small group art activities.

Great workshops – Love ya all

Well done! Loved it!

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Appendix D:
Enrollment Report

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Enrollment Report – Summer 2009

Total program enrollment:

73 students

Enrollment by school:

<i>School</i>	<i>Number</i>	<i>Percent</i>
Clara Byrd Baker ES	13	17.8
D.J. Montague ES	9	12.3
James River ES	2	2.7
Matoaka ES	9	12.3
Matthew Whaley ES	9	12.3
Norge ES	4	5.5
Rawls Byrd ES	10	13.7
Stonehouse ES	11	15
Toano MS	2	2.7
Walsingham Academy	2	2.7
Williamsburg Montessori	1	1.4

Enrollment by grade:

<i>Grade</i>	<i>Number</i>	<i>Percent</i>
1	15	20.5
2	21	28.8
3	15	20.5
4	13	17.8
5	7	9.6
6	1	1.4
7	1	1.4

Average daily attendance:

62 students

Attendance:

<i>Date</i>	<i>Number</i>	<i>Date</i>	<i>Number</i>	<i>Date</i>	<i>Number</i>
27 July	65	31 July	62	5 August	61
28 July	67	3 August	63	6 August	60
29 July	64	4 August	63	7 August	59
30 July	60				

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Appendix E:
Evaluation Summary

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Parent Feedback Form -- Summer 2009

1. As a result of your child's participation in LatinSummer, how have you seen him or her change? In what particular areas have you seen progress?
2. What improvements would you suggest for LatinSummer?
3. How does this program compare to enrichment programs offered as part of the curriculum at your child's elementary school? (Check all that apply.)

<input type="checkbox"/> more individual attention	<input type="checkbox"/> more challenging work
<input type="checkbox"/> students enjoy it and are excited about it	<input type="checkbox"/> students are stimulated by their peers
4. From your perspective, to what extent has LatinSummer motivated your child to learn more about Latin and the classical world?

1	2	3	4	5
not at all		moderately		to a great extent
5. On a scale from 1 to 10, with 1 being a poor rating and 10 being a superior rating, how well do you think each of the following goals of the program were met?

<input type="checkbox"/> Establishing a challenging academic experience for high ability learners.
<input type="checkbox"/> Developing logic, reasoning, and critical thinking skills.
<input type="checkbox"/> Promoting openness, creativity, and enthusiasm for learning.
<input type="checkbox"/> Encouraging the free communication of ideas.
<input type="checkbox"/> Exposing students to Latin and to Roman society and culture.
<input type="checkbox"/> Exposing students to the mythology of the ancient Greeks and Romans.
<input type="checkbox"/> Encouraging students to make connections between Latin and their own language.
<input type="checkbox"/> Encouraging students to apply knowledge of the classical world to their own world.
6. If the LatinSummer program were to run again in the future, would you recommend it to other parents? Why or why not?

Parent Feedback Form – Summer 2009

Thirty parent evaluation forms were completed.

1. As a result of your child's participation in LatinSummer, how have you seen him or her change? In what particular areas have you seen progress?

Responses:

Great interest in Roman language, history, and culture

Very interested in subject matter and researching for more depth

He loved to tell me stories from mythology now!

Some interest, but a lot of playing/fooling around. I would like to have had a syllabus so I could see what was done – sometimes I get an “I don’t know” when I ask what she did.

-Have you considered a whole-day class?

-Bringing home vocab. allows us to reinforce at home what she did at school. This would be specific as opposed to (or in addition to) discussion questions.

None – she loved it but no change.

No change, really, but she did enjoy it and couldn’t wait to get here every morning.

He has really enjoyed the cultural study – the art/architecture/literature and its inter-connected qualities.

More confident

More interested in Latin and Roman & Greek culture

Their knowledge in Roman Culture and Mythology

Yes – he was always interested in Latin – enjoyed learning the language

She’s interested in where words come from

Yes. She speaks Latin to us and quizzes us on history.

We saw an increased interest in their desire to learn about Rome and Greece.

In language, interest in mythology, understanding of ancient culture and history

Talking and knowledge of Roman culture.

The connection between Latin words and English

Excitement! – which we haven’t seen in the regular school year. He was so eager to come to LatinSummer each day and excited about what he was learning. We are so happy he felt that!

Has more interest in language and history.

Gained more confidence socially.

I enjoyed watching her make connections (or contrasts) between the ancient world and today.

He has become interested in more than pokemon.

His interest in Latin and the Romans has been sparked even further!

Interest in new ideas and concepts.

My children had a wonderful experience and I think they are more aware of the spelling of words and pronouncing them.

I'm really excited about her love of the subject matter.

No, but we knew that our kids were already interested in other cultures/languages.

N.B. - Of parents who completed the feedback form, three parents left this question blank.

2. What improvements would you suggest for LatinSummer?

Responses:

My daughter says she wishes it lasted all summer! Also, please consider sharing contact information for members of each class (with parents' consent) so kids can stay in touch with their new friends.

Ability to bring home vocabulary so that we can practice at home because: 1. it prompts family conversation, 2. allows greater family participation, 3. lays foundation for class discussion and activity

I feel it is a very thought and interactive program. I don't see a need to improve it.

Better communication – I had 2 children in the program and didn't always get the necessary info. for each group – re: the two different ceremonies for each group – Also handouts didn't always match what the kids learned that day.

None

Directions on how to make tunics/togas at home (Halloween costumes)

Take home questions could be tailored to each age group (some questions were too involved for 4th graders)

Suggest kids bring Roman snacks for snacktime

None ☺ Y'all are great ☺

Four weeks? Longer, more in-depth program maybe structured as a I & II program concurrent with a III & IV program for 2nd time attendees.

Let parents know ahead of camp in mailing or email extra things needed – such as pillowcases for togas

Some more support materials for parents – list of Latin words, etc. The discussion questions were wonderful but if a child can't remember particular words we had nothing to refer to to find out.

Please do this every year!

At the banquet, have bowls instead of plates. Food rolls off.

A list of supplies needed in advance would be helpful.

More focus on mythology. I think the kids respond to that.

Classroom management training for the teachers.

We might suggest a different grouping of kids – by interest level

N.B. - Of parents who completed the feedback form, twelve parents left this question blank.

3. How does this program compare to enrichment programs offered as part of the curriculum at your child's elementary school? (Check all that apply.)

Of 30 parents responding:

- | | |
|-----|--|
| 33% | more individual attention |
| 93% | students enjoy it and are excited about it |
| 47% | more challenging work |
| 40% | students are stimulated by their peers |

4. From your perspective, to what extent has LatinSummer motivated your child to learn more about Latin and the classical world?

Of 30 parents, on a scale from 1 to 5, with 1 being *not at all* and 5 being *to a great extent*, the average score was 4.28.

5. On a scale from 1 to 10, with 1 being a poor rating and 10 being a superior rating, how well do you think each of the following goals of the program were met?

Of 30 parents, average scores:

- | | |
|-----|--|
| 8.4 | Establishing a challenging academic experience for high ability learners. |
| 8.3 | Developing logic, reasoning, and critical thinking skills. |
| 8.9 | Promoting openness, creativity, and enthusiasm for learning. |
| 8.7 | Encouraging the free communication of ideas. |
| 9.7 | Exposing students to Latin and to the Roman society and culture. |
| 9.4 | Exposing students to the mythology of the ancient Greeks and Romans. |
| 9.3 | Encouraging students to make connections between Latin and their own language. |
| 8.8 | Encouraging students to apply knowledge of the classical world to their own world. |

6. If the LatinSummer program were to run again in the future, would you recommend it to other parents? Why or why not?

Responses:

Yes! It was very stimulating and enjoyable for my daughter. Please come back!

Yes

Absolutely, I love the hands on, creative way classes run. Information is exciting and classes are energized.

Yes. My children really enjoyed the program and looked forward to going every day.

Yes! Great academic, challenging program!

Yes, good mix of fun and knowledge

Yes – fun – informative

Yes – it's a good mix of fun, education, and arts & crafts. teachers all seem very dedicated to the program. Well run. Mr. Webb is a great director!

Yes ☺ Very important for children to have fun learning ☺

Yes

Absolutely!

Absolutely! A former Latin geek myself, LatinSummer reminded me what a leg up the classics give students in all disciplines. The program was loads of fun – creative and active and inspiring interest for the future.

Yes, this was a great experience that was creative and instilled lots of learning. Thank you SO much! ☺

Yes. Academics are great and teachers are kind. Wonderful introduction to the Classical World.

Absolutely, it is a wonderful program.

Yes! It is a great baseline for learning in the future.

Yes – fun!

Yes – it's a different type of enrichment program not usually offered.

Absolutely. The children loved it and they learned a lot.

Yes – My child really enjoyed it and it was a nice mix of academics and fun.

Yes. Really liked it.

Absolutely! I truly hope your program returns soon. Thank you for making these two weeks so memorable.

I would recommend this program. My kids got a lot out of the program, learned many new things, expanded on knowledge they already had, and wanted to keep coming. Their wanting to keep coming told me that it was interesting and the right amount of challenge.

Yes – my student loved it. I wish it were offered here every summer!

Learned and had fun. Exposure to Latin otherwise not covered in (WJCC) school. Met other students – new, different, interesting.

Yes. My children loved it!

Oh yes! My boys loved it.

Yes, because it is a very good introduction to Latin

Absolutely – learned so much






Absolutely – This has been her favorite non-traditional classroom learning experience.

N.B. - No parents left this response blank.














































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Student Feedback Form – LatinSummer 2009

1. How much does LatinSummer make you want to learn more about Latin and the Classical world? Please circle a smiley face.

				
not at all		a medium amount		very much

2. How much do you think LatinSummer did each of the following?

Challenged you	    
Encouraged you to be creative	    
Encouraged you to be excited about learning	    
Encouraged you to share your ideas freely	    
Introduced you to Latin	    
Introduced you to Roman society and culture	    
Introduced you to the mythology of the Greeks and Romans	    
Encouraged you to explore how Latin and English are similar	    
Encouraged you to apply your knowledge of the Classical world to the modern world	    

3. How was this program different from your regular school? (Check all that apply.)

- ☐ more challenging
- ☐ more interesting
- ☐ kids are just like me
- ☐ less stressful
- ☐ smaller classes
- ☐ less sitting
- ☐ more fun

4. Which of the following did you enjoy? (Check all that apply.)

- ☐ class time
- ☐ discussion
- ☐ activity time
- ☐ time for questions
- ☐ small group work
- ☐ creating stories & drawings






5. Was there anything that you did *not* enjoy? If so, why?

6. Pretend that there is another LatinSummer program again in the future. Would you tell your friends they should go? Why or why not?



Student Feedback Form – Summer 2009

Forty-two student evaluation forms were completed.

1. How much does LatinSummer make you want to learn more about Latin and the Classical world? Please circle a smiley face.

				
not at all		a medium amount		very much

Smiley faces were substituted for numbers so that students would have a greater understanding of the answer selections. They correspond to a rating scale from 1 to 5, with 1 being *not at all* and 5 being *very much*.

Of 27 students, the average score was 4.4, or about halfway between  and .

N.B. – Of the 42 students who returned the feedback form, 15 did not answer this question. One possible explanation is that they interpreted this row of smiley faces as an explanation of the rating scale for the questions that followed.

2. How much do you think LatinSummer did each of the following?

(Students were asked to circle a smiley face representing a scale from 1 to 5, with 1 being *not at all* and 5 being *very much*.)

Of 42 students, average scores:

- 3.8 Challenged you
- 4.5 Encouraged you to be creative
- 4.4 Encouraged you to be excited about learning
- 4.0 Encouraged you to share your ideas freely
- 4.5 Introduced you to Latin
- 4.6 Introduced you to Roman society and culture
- 4.7 Introduced you to the mythology of the Greeks and Romans
- 4.3 Encouraged you to explore how Latin and English are similar
- 4.0 Encouraged you to apply your knowledge of the Classical world to the modern world

3. How was this program different from your regular school? (Check all that apply.)

Of 33 students responding:

- 40% more challenging
- 72% more interesting
- 33% kids are just like me
- 73% less stressful
- 70% smaller classes
- 48% less sitting
- 82% more fun

N.B. – Of the 42 students who returned feedback forms, 9 did not complete the back of the form.

4. Which of the following did you enjoy? (Check all that apply.)

Of 33 students responding:

76%	class time
55%	discussion
88%	activity time
64%	time for questions
70%	small group work
85%	creating stories & drawings

N.B. – Of the 42 students who returned feedback forms, 9 did not complete the back.

5. Was there anything that you did not enjoy? If so, why?

Responses:

N.B. – We have printed these responses as written and have not corrected spelling or grammar errors.

nothing – enjoyed it all

No

No

No

Recess, nothing to do.

NO

no

Having 3 banquets

No

I liked everything

No

There is nothing I did not enjoy!

No

whole day

not anything

No

No

no

no

I enjoy Everything

I enjoyed almost every thing but the home questions because I was a little mixed up.

no

N.B. – Of the 42 students who returned the feedback form, 20 students left this question blank.

6. Pretend that there is another LatinSummer program again in the future. Would you tell your friends they should go? Why or why not?

Responses:

N.B. – We have printed these responses as written and have not corrected spelling or grammar errors.

Yes (answer took up the entire space)

Yes I would tell them. Because its fun, edictionel, and interesting.

I would tell my friends to go to latin summer

yes

yes It's Fun

Maybe.

yes because it's fun

Because I think It Is entresting!

yes.

Yes

yes because it is awesome

I would tell them to go. It was fun and it was good.

yes

yes because it's very fun and interesting

Yes, It is a fun program. My friends would enjoy. It should be done here next year!

I would not tell my friends because they are over the maximum age for LatinSummer. I think they would enjoy it though if middle school students were welcomed.

yes

Yes I would because I know they would enjoy it!

Yes because LatinSummer is fun and exciting and interesting.

yes because it was fun.

yes, because it is fun and interesting

yes because this is fun.

Yes, because it was fun and interesting.

yes – because they would have fun and learn a lot.

Yes. It was fun

yes Because it is fun.

I would. I would because LatinSummer is a great program. You learn a lot, the kids are just like you, and it's FUN!

Yes, they should go because it introduces Latin which can be helpful if you are going to take another language, and it was also fun.

yes – Because it is super fun and I loved it.

N.B. – Of the 42 students who returned the feedback form, 13 students left this question blank.

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