

## **Digital “Weekly Workbooks” in an Asynchronous Latin Classroom: Keeping all the Digital Resources in Check for Your Students**

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### **ABSTRACT**

Asynchronous learning poses unique challenges to the Latin classroom, especially since many Latin classrooms focus on various interdisciplinary topics throughout a school week. This report examines how a teacher used Google Slides to create weekly workbooks for asynchronous digital learning. The requirements set by the school district for these lessons included asynchronous learning, daily time limits for work, and restrictions to grading and feedback. By using Google Slides, the teacher created a template which; would be familiar to students week by week; would cover a variety of topics to Latin study consistently; limit the amount of work for students to locate and navigate a multitude of digital resources; and create a compact unit of material for students to submit and for the teacher to grade. This report aims to reflect on the implementation of these workbooks and provide a potential template from which other teachers may model their asynchronous lessons.

### **Setting**

During the 2019-2020 school year, I taught 118 students taking Latin 1-4 and AP® Latin in a secondary public school in Northern Virginia. I employed the methods I describe in this article with all levels of Latin 1-4. Images throughout are from weekly lessons that I assigned to Latin 1 or Latin 4 so that readers can see material from my beginner and advanced levels. During a typical school year, I teach on a four-quarter grading system that runs from the beginning of September until the second half of June.

### **District Pandemic Response**

When my school district closed on 20 March 2020, it was inadequately prepared. It failed to implement a learning plan that accounted for significant socio-economic inequity that greatly impacted access to technology and learning-critical resources. The deprivation

of food security and basic physiological needs was, and still is, the highest priority for some of my students.<sup>1</sup> When schools closed, some families encountered significant barriers to transitioning to an entirely virtual model. Other families easily transitioned to a telework model for school and work. Most families in the school district landed somewhere in the middle of this spectrum.

Despite implementing a 1:1 student device initiative, many students did not and still do not have access to consistent or strong WiFi. Information Technology hurriedly administered a survey two weeks before the school closed to identify students that qualified for mobile hotspots, which were in minimal supply. These were distributed until schools closed. During the closure, there was no way to replace or repair broken devices. From concept to policy to implementation, every step of the way, processes were arduous.

Three weeks remained in the third quarter at the time of closure. On March 23, Virginia's Governor announced that schools would stay closed for the remainder of the school year (Northam). The district gave students until 27 March to submit missing work so that teachers could finalize third quarter grades. Following a swiftly ended third quarter, the school district took an extended spring break until 13 April which was based on the original school calendar.

By 3 April, the Department of Teaching and Learning announced guidelines to plan out the school's virtual end. Given the unreliable and unequal access for some students, the initially planned end of year content would not be covered. They determined that at-risk students, such as those without reliable internet access or safe home environments, would fall significantly behind their peers. This decision mainly considered broad curricular goals. It assumed that a student who did not complete the virtual quarter would not be as far behind those peers who did opt-in to the virtual quarter. Final grades would be calculated from the average of quarters 1-3.

Since this average significantly skewed the typical grading model, the virtual quarter served as an opportunity to remediate D/F and improve B/C final grades. The district directed teachers to prepare work for students with final grades of D or F to review essential content from quarters 1-3 and remediate those final grades to passing grades. Teachers were directed to prepare review materials for students with final grades of B

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<sup>1</sup> The data report can be [found here](#), which shows significant disparity on how that average 29.102% distributes by individual school.

or C, and upon completion, students could raise their final grade up to a full letter grade. Teachers were also instructed to prepare enrichment material for students who wished to continue studies without the incentive to change the final grade.<sup>2</sup> Students and parents were given time to consider this opportunity and reply via survey to opt-in to the virtual model on a course-by-course basis.

After this update, teachers rushed to put together plans for students who needed remediation, who wanted to improve their final grades, or sought enrichment activities. Whether for remediation or enrichment, teachers were directed to plan 30 minutes of daily asynchronous instruction, delivered to students daily or weekly. Each school then designated “office hours” by department during which teachers would be available via conference calls or email. A teacher could meet during pre-closure class times, as long as the teacher recorded these instructional sessions so all students could access the material asynchronously.

### **Priorities in a Pandemic Model**

Before I planned out a virtual quarter curriculum, I used a Google Form to check in with students. I asked students to rate their workload in classes, their sleeping habits since school closed, and what they were doing to take care of their health. By 27 March, some of my families encountered COVID-19 directly. One student shared their fear as they described the symptoms and isolation measures for a parent. Students shared that they were stressed and struggling to cope. Some of my students slept all day and stayed up all night or struggled with executive functioning. Some sought to alleviate physiological or safety needs, like my student who had to move in the middle of Virginia’s quarantine measures. Some grappled with loss and grief, like the few who shared their loss of a relative with me. Two factors most influenced my instructional planning: my students had a wide spectrum of needs and COVID-19 shifted the classroom normality.

I recognized that my students sought different deficit needs from Maslow’s hierarchy, from physiological to esteem (A. H. Maslow, *A Theory of Human Motivation*). In broad terms, deprivation of their deficit needs, physiological, safety, social, and esteem influenced their ability to interact or seek higher needs (A. H. Maslow, *A Hierarchy of Needs*). While some students’ extrinsic motivations would drive their participation in the

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<sup>2</sup> See “APS Continuous Learning Plan: Secondary 6-12” for the full release. (Arlington Public Schools)

virtual quarter,<sup>3</sup> I expected that most of my students experienced some form of need deficit from the school closure.

I anticipated that quarantine and other effects of COVID-19 caused stress and trauma for my students. Their feedback confirmed that any instructional plans should include trauma-informed practices (Carello and Butler). I researched what other teachers and districts were doing to support their students.<sup>4</sup> I found several commonalities between the use of Maslow's theories in the classroom and trauma-informed care practices,<sup>5</sup> namely, structure and consistency (Gross). The uncertainty in my students' lives made it necessary to provide a simple and reliable review of content to cultivate a feeling of safety. It was imperative to build security in the structure of assignments, so I devised a template that maintained a consistent structure of topics and activities from week to week. This benefitted both my students and me. My students had a reliable expectation of the work for each day of the week, every week. The content presented as few surprises as possible where COVID-19 realities did not. By limiting content into a weekly workbook, students turned in one file per week rather than submit something every single day on the learning management system, [Canvas](#).<sup>6</sup> I gave feedback in one place rather than scattered throughout daily assignments.

For me, I eased my preparation, grading, and remediation follow-up with the weekly digital workbook. The template made preparation easier to update material for four different courses every week.<sup>7</sup> Using a template, I limited the type of files submitted by students and thereby saw a similar product to grade from each student.<sup>8</sup> I released the

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3 Alfie Kohn presents a brief scrutiny in "A Look at Maslow's "Basic Propositions," that shows how Maslow's theory excludes extrinsic orientation in relation to his hierarchy of needs.

4 See Teaching Tolerance's "A Trauma-Informed Approach to Teaching Through Coronavirus" for recommendations and a plethora of resources.

5 See the University of Buffalo, School of Social Work *What is Trauma-Informed Teaching?* for theory and resources.

6 I refer to the [Canvas learning management system](#) (LMS) as Canvas throughout this article.

7 I used the same template for Latin 1-4 but updated the material for each level week by week. I created different assignments for AP®Latin.

8 I have had students submit digital material in a variety of ways for the same assignment. For the same writing prompt due on Canvas, I've had students; email me personally; add me as a collaborator on Google Docs; write in a textbox on Canvas; submit a word document that I have to download; submit a picture of the written paper from their phone. I knew that I personally could not commit the same time or energy in the shortened virtual quarter to sifting through a variety of file types.

assignment for each week on Monday and set the due date for that upcoming Friday. I looked over submitted work over the weekend and Monday afternoons and returned feedback in Canvas.

When I considered making a weekly instruction template, I broke up the week into topics relevant to Latin class. In this way, I focused on a specific topic when meeting with students who sought remediation. For example, all Tuesday and Friday assignments from week to week focused on reading comprehension and translation. This provided students needing remediation on reading comprehension the ability to focus specifically on Tuesday's and Friday's assignment each week. Creating consistency was paramount for both student learning and me. I created the "Digital Workbook" template in Google Slides to use every week with the same topical focus on each day of the week. *Figure 1* depicts the template's thumbnails, which I have made [available for free access](#) and adaptation (McHugh, Copy of Remote Learning Weekly Template). I typed the topic boldly as well as the day of the week on each slide. I used four different sections from the same book, *Civis Romanus* by James Cobban and Ronald Colebourn;<sup>9</sup> one section for each level. The four sections I selected aligned with the content covered in the first three quarters.<sup>10</sup> Consequently, the stories were different for students, but the grammar, culture, and vocabulary were not.

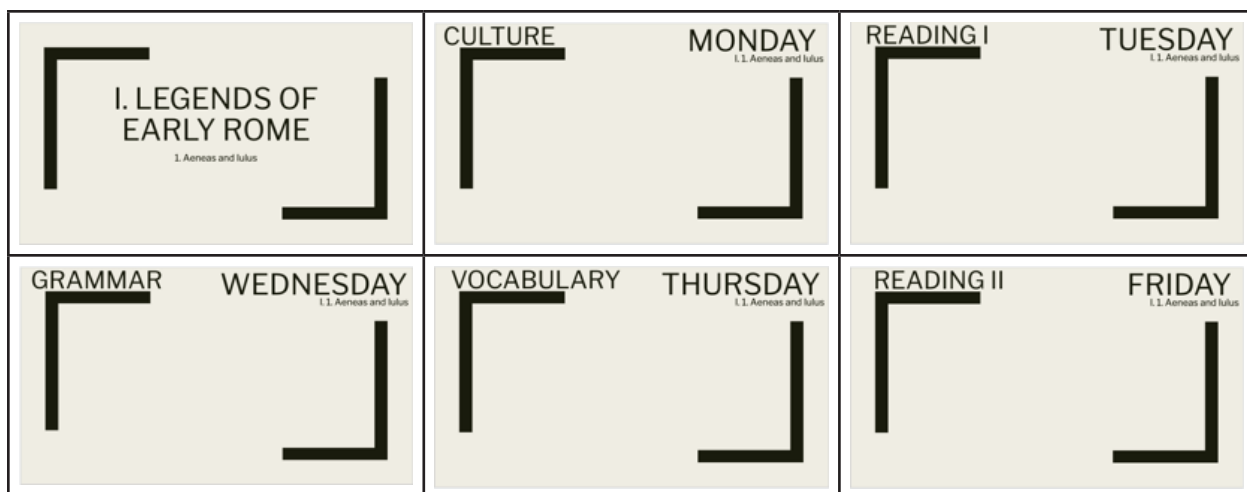


Fig. 1. Basic Google Slides Template for the "Digital Workbook." from McHugh, Brianna. *Copy of Remote Learning Weekly Template*. 15 July 2020. Google Slides Presentation.

9 Available from [Bolchazzy-Carducci Publishers, Inc.](#)

10 My school district uses the [Cambridge Latin Course](#) for Latin 1-4. From *Civis Romanus* (link to publisher above) I chose selections based on the grammar introduced in it. For Latin 1, I used the section "I. Legends of Early Rome." For Latin 2, I used section "II. The Roman Citizen." For Latin 3, "I used section IV. Caesar and Augustus." For Latin IV, I used section "VI. Life During the Empire." Cobban and Colebourn vii-ix.

The Malleable “Digital Workbook”

I used Google Slides for four main reasons: Google Slides allows for a greater variety of media content to be embedded into the slide itself;

- 1. limits how much information one can put on a single slide;
- 2. utilizing text boxes to create interactive slides;
- 3. integrates with the Canvas Learning Management System.

1. Google Slides allows for a greater variety of media content to be embedded into the slide itself.

I often embedded images and YouTube videos into the Monday/Culture slides. Google owns YouTube, which makes searching, finding, and embedding video links significantly easier. Students viewed art or videos directly on the slide without navigating to another site, potentially causing greater distractions. Google Slides also allows embedding audio files, which I utilized to give verbal instructions and clarifications when necessary.<sup>11</sup> See figure 2 for an example of assigned slides, which included images and videos.

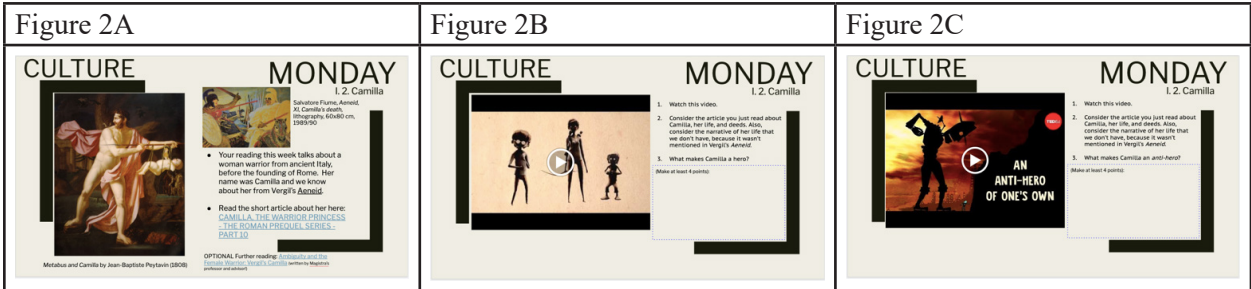


Fig. 2. Teacher created Google Slides containing embedded media; pictures and videos, respectively from McHugh, Brianna *I.2 Camilla*. Arlington, 15 July 2020. Google Slides Presentation.

Figure 2A depicts artwork from Peytavin, Jean-Baptiste. “Metabus and Camilla.” n.d. *Wikimedia Commons*. Found. 22 April 2020. and Fiume, Salvatore. “Aeneid, XI, Camilla’s Death.” n.d. *Piscane Arte*. 22 April 2020. < [https://www.piscanearte.it/index.php/salvatore-fiume-eneide-libro-xi-morte-di-camilla-litografia-60x80-cm-1989-90.html?store=english&\\_\\_from\\_store=italian](https://www.piscanearte.it/index.php/salvatore-fiume-eneide-libro-xi-morte-di-camilla-litografia-60x80-cm-1989-90.html?store=english&__from_store=italian)>.

11 An example of inserted audio in figure 4B-C.

*Figure 2B* references a video from Winkler, Matthew. “What Makes A Hero.” 7 August 2016. *YouTube*. Lola Ferer. 22 April 2020. [www.youtube.com/watch?time\\_continue=1&v=qRBdLWvguvw&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=qRBdLWvguvw&feature=emb_logo).

*Figure 2C* references a video from Adams, Tim. *An Anti-Hero of One’s Own*. 13 November 2012. Ted-Ed. [www.youtube.com/watch?v=MEjgDeSnBMs&feature=emb\\_logo](https://www.youtube.com/watch?v=MEjgDeSnBMs&feature=emb_logo).

Using the same concept, students edited Google Slides and inserted media content. I set up slides that required students to insert and submit their own screenshots of work, digital media, or physical product pictures. Students appreciated the ability to edit and be creative with their submissions.

For Thursday vocabulary review, I included the same slide every week. *Figure 3* depicts a standard blank template. Each week, I included a link to a new Quizlet set of about 10-15 high-frequency review words. Then, I instructed students to complete any three Quizlet review activities of their choice.<sup>12</sup> Following 25 minutes of review of their choice, students embedded a screenshot of their results from the Quizlet activity “Test” onto the workbook slide.

Initially, some students simply took a screenshot of the score percentage, e.g. 100%, without showing which study set they were using for the quiz. It was common in the first few weeks of study that I left feedback for students to “revise” their vocabulary screenshot to include more of the screen in their screenshot. As seen in *figure 3B* and *figure 3C*, student screenshots included the score percentage and a sample of the answered questions. Students exercised choice regarding which Quizlet activities to complete, but I requested the same “proof of learning” every week. Thus, the only inevitable variable from week to week was the different vocabulary set because a student could choose to complete the same Quizlet activities every week if desired.

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12 See the left sidebar menu from (McHugh, VI.55 One View of Roman Games) for a list of auto-generated activities on Quizlet.



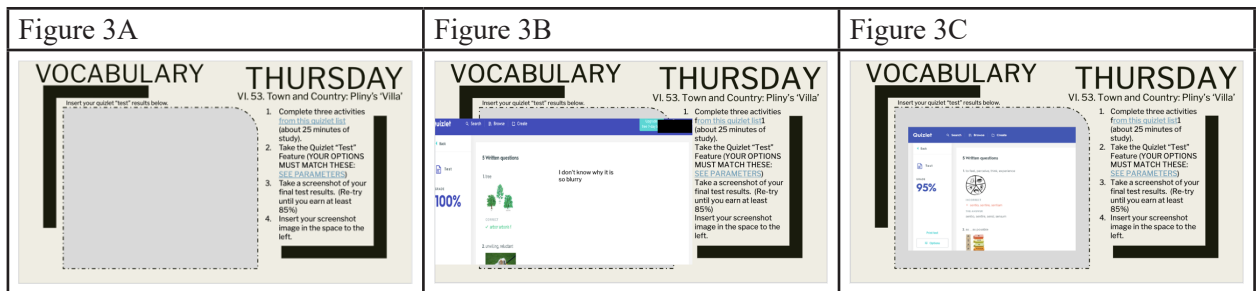


Fig. 3. Sample “Vocabulary” workbook slide that remained static every week from McHugh, Brianna. *VI.53 Town and Country in Pliny’s ‘Villa’*. Arlington, 15 July 2020. Google Slides Presentation.

I encouraged students to be creative with assignments. Usually, they demonstrated their creativity most with cultural topics and assignments. In *figure 4* there are three examples of student submissions for one week. These examples show a snippet from a slide presentation, a screenshot of a pdf, and a Google Drawing, respectively. For some assignments, students drew art, took photos, or made videos. One can insert all these media into a Google Slide presentation, so I was able to foster student choice and creativity to complete activities.

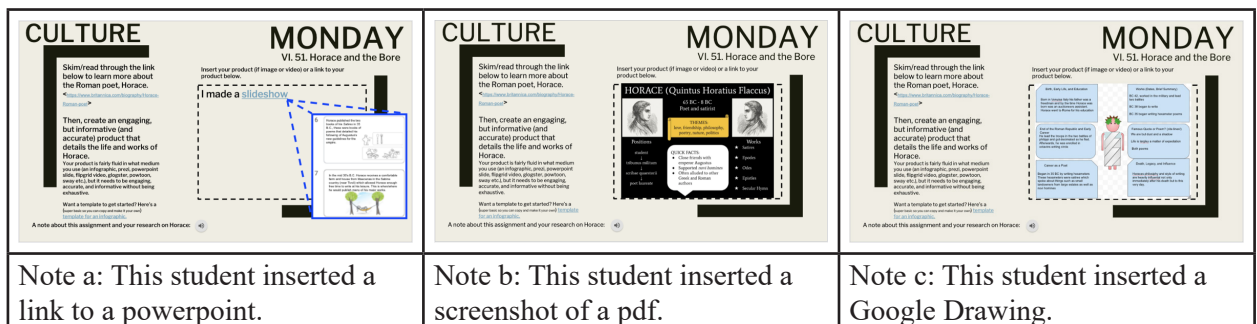


Fig. 4. Student submissions with inserted media from McHugh, Brianna. *VI.51 Horace and the Bore*. Arlington, 15 July 2020. Google Slides Presentation.

Google Slides limits how much you can put on a single slide.

While it may seem counterintuitive to limit content on a slide, it limited the amount of information that students were required to encounter at one time. Students were distracted because they were not in a typical school setting. Distractions abounded;



personal, technical, and public alike. Nor did I fault my students. I was distracted regularly by my own children, the lack of a structured schedule, and the exhaustion of technology and isolation. Students needed consistency and structure with clear communication.

The need for consistency and structure was especially true when students navigated reading comprehension lessons asynchronously. Most of my students struggled with meeting their deficiency needs and basic gratification during social isolation and school closure (Maslow 69).<sup>13</sup> As a result, they were stressed and anxious. This environment created by COVID-19 then influenced all three affective variable categories; motivation, self-confidence, and anxiety (Krashen 30-33). The fully virtual model also limited my ability to provide input and feedback to students because the asynchronous model created an extra layer to communication.

I arranged three specific ways to reduce anxiety about reading and create an environment for a low affective filter.<sup>14</sup> First, I devoted two days to focus on reading comprehension and translation skills: Tuesdays and Fridays. This split the weekly reading over two instructional days and gave students more time to focus on reading comprehension and translation skills, abiding by the district's 30-minute daily work limit. Second, I limited the amount of Latin text on each slide. *Figure 5* shows how I constructed each reading slide to be its own text, commentary, and comprehension page. Each slide contained a screenshot image of part of the *Civis Romanus* text. I used dark lines to strike out text that was not directly addressed by the slide's questions. As seen in *figure 5B* and *figure 5C* I used text boxes to highlight a specific word in the text. I included a small note that referenced a mnemonic device about a specific grammatical construction. This emphasized the technique we practiced during the school year together and reminded students of the patterns and scaffolds from reading in the classroom.

Directly below the reading text, I included about three or four questions about the comprehension and translation of the passage, which students answered directly on the slide. I glossed vocabulary and commentary in a wide text box at the bottom of each slide so that students did not need to reference another document. At the top of each reading slide, I included a hyperlink to the passage on [NoDictionaries](#), which reduced the amount of

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13 See Maslow, especially chapter 5, for further discussion of Maslow's hierarchy, deficiency needs, and basic gratification.

14 See Collaborative Classroom's blog post for a simple explanation of a high and low affective filter. (Vasquez)

time students spent looking up vocabulary (see figure 5). I reinforced using NoDictionaries because I also used it when I reviewed the passage on a weekly conference call.

<p><b>Figure 5A</b></p> <p><b>READING I WEDNESDAY</b> I. 5. The Story of the Horatii</p> <p>Look up vocabulary here!</p> <p>Post Rōmulum multū tyranni inter Rōmānōs regnābant; ubi Tullus Hostilius regnābat, trēs Horātii* in oppidō fiōrēbant. Rōmāni cum Albānis* pugnābant.</p> <ol style="list-style-type: none"> <li>Which kings ruled before Tullus Hostilius?</li> <li>How many Horatii were there?</li> <li>With which neighboring town was Rome in conflict?</li> <li>What is the historical significance of this town in Rome's legends?</li> </ol> <p>Notes: <i>Horatii</i>, nominative plural of Horatius, a proper name (in this case a family name) <i>oppidum, oppidū</i> = town <i>Albanis</i> = people of Alba</p>	<p><b>Figure 5B</b></p> <p><b>READING I TUESDAY</b> VI. 54. Slaves and Freedmen</p> <p>Look up vocabulary here!</p> <p>Read through the story <i>VI. 54. Slaves and Freedmen</i>, with the intent to understand what is happening in the story. You may use the pdf link on the first slide, or you can use <a href="#">this link</a> to download a pdf of the story (which will streamline looking up words). Once you have read the story, answer the following questions listed below.</p> <p>At this time (about 100 CE) the treatment of slaves was more humane than it had been formerly. *Be skeptical! This letter illustrates the consideration which a master such as Piny showed to his slaves, and gives the story of a typical freedman.</p> <p>Nonnulli ex libertis servisque meīs morbo gravissimo afficiuntur; quae res mihi magnum dolorem movet. Tu fortasse me ridebis; <del>sed enim alio alio dominos servorum</del></p> <ol style="list-style-type: none"> <li>Piny starts this section of his letter with an update about part of his household. What does he say?</li> <li>How does this situation affect him?</li> <li>Piny states, 'In fortune me rebids to his friend. Why do you think Piny suggests that his friend/reader would laugh at him?</li> </ol> <p>Notes: <i>Refuse</i> = perhaps</p>	<p><b>Figure 5C</b></p> <p><b>READING I TUESDAY</b> VI. 54. Slaves and Freedmen</p> <p>Look up vocabulary here!</p> <p>I am doing this on Wednesday of the week after it came out due to AP testing.</p> <p>Read through the story <i>VI. 54. Slaves and Freedmen</i>, with the intent to understand what is happening in the story. You may use the pdf link on the first slide, or you can use <a href="#">this link</a> to download a pdf of the story (which will streamline looking up words). Once you have read the story, answer the following questions listed below.</p> <p>At this time (about 100 CE) the treatment of slaves was more humane than it had been formerly. *Be skeptical! This letter illustrates the consideration which a master such as Piny showed to his slaves, and gives the story of a typical freedman.</p> <p>Nonnulli ex libertis servisque meīs morbo gravissimo afficiuntur; quae res mihi magnum dolorem movet. Tu fortasse me ridebis; <del>sed enim alio alio dominos servorum</del></p> <ol style="list-style-type: none"> <li>Piny starts this section of his letter with an update about part of his household. What does he say?</li> <li>How does this situation affect him?</li> <li>That some of his slaves had grown greedy. <del>It caused him great sorrow</del></li> <li>Piny states, 'In fortune me rebids to his friend. Why do you think Piny suggests that his friend/reader would laugh at him?</li> </ol> <p>Because people did think of slaves as humans so what if they died, but really because it makes him look like a better person for caring.</p> <p>Notes: <i>Refuse</i> = perhaps</p>
<p><b>READING I WEDNESDAY</b> I. 5. The Story of the Horatii</p> <p>Look up vocabulary here!</p> <p><del>Post Rōmulum multū tyranni inter Rōmānōs regnābant. Tum ūnus ex Horātii* Dirum' inquit 'et inhūmānum est bellum. Inter Albānis sunt trēs Curiātii; nōs sōlī contrā</del></p> <ol style="list-style-type: none"> <li>According to one of the Horatii brothers, what are two qualities he ascribes to war?</li> <li>Translate "inter Albānos sunt trēs Curiātii".</li> <li>Intentionally left "nōs sōlī contrā" fragmented at the end of this section. Predict what the Horatii brother will suggest.</li> </ol> <p>Notes: <i>Horatii</i>, nominative plural of Horatius, a proper name (in this case a family name) it refers to triplet brothers <i>Curiātii</i>, nominative plural of Curiatius, a family name. It refers to triplet brothers <i>soli</i> = alone/together</p>	<p><b>READING I TUESDAY</b> VI. 54. Slaves and Freedmen</p> <p>Look up vocabulary here!</p> <p>fortasse me ridebis; <del>satis enim alio alio dominos servorum mortem nihil amplius existimare quam damnum, atque ea de causa sapientes sibi videri; sed ego semper memini servos quoque homines esse. <del>sed forte putas me nimis</del></del></p> <ol style="list-style-type: none"> <li>Piny shares that the majority opinion of slave-owners have what kind of consideration for slaves in their households?</li> <li>What is Piny's minority opinion about slaves? (memini)</li> <li>Let the reading go very much of the assumed reality of Roman life that you have studied! Let this also correct you of the damning and reprehensible truths to Roman history. Do not ignore this. So, when you return to this reading slide the "read slaves are treated much better than previously," what is your critical/skeptical analysis that you should be able to approach this reading?</li> </ol> <p>Notes: <i>Sed 2</i> <i>alio alio dominos servorum mortem</i> [satis] nihil amplius quam damnum <i>damnum, damni</i> = a loss (financially) or a lost object/property <i>sapientes sibi videri</i> = you're still in indirect statement from <i>ac</i> <i>sed forte</i> = so</p>	<p><b>READING I TUESDAY</b> VI. 54. Slaves and Freedmen</p> <p>Look up vocabulary here!</p> <p>fortasse me ridebis; <del>satis enim alio alio dominos servorum mortem nihil amplius existimare quam damnum, atque ea de causa sapientes sibi videri; sed ego semper memini servos quoque homines esse. <del>sed forte putas me nimis</del></del></p> <ol style="list-style-type: none"> <li>Piny shares that the majority opinion of slave-owners have what kind of consideration for slaves in their households? That they are said if the die or get sick only because it is a large financial loss to them</li> <li>What is Piny's minority opinion about slaves? (memini)</li> <li>Let the reading go very much of the assumed reality of Roman life that you have studied! Let this also correct you of the damning and reprehensible truths to Roman history. Do not ignore this. So, when you return to this reading slide the "read slaves are treated much better than previously," what is your critical/skeptical analysis that you should be able to approach this reading?</li> </ol> <p>The fact they had slaves in the first place was bad, and they acknowledge that they are treating them slightly better, but even so that really they are treating them bad. Also if Piny thought of them as humans, why did he treat them like slaves?</p> <p>Notes: <i>Sed 2</i> <i>alio alio dominos servorum mortem</i> [satis] nihil amplius quam damnum <i>damnum, damni</i> = a loss (financially) or a lost object/property <i>sapientes sibi videri</i> = you're still in indirect statement from <i>ac</i> <i>sed forte</i> = so</p>
<p><b>READING I WEDNESDAY</b> I. 5. The Story of the Horatii</p> <p>Look up vocabulary here!</p> <p><del>Post Rōmulum multū tyranni inter Rōmānōs regnābant. Tum ūnus ex Horātii* Dirum' inquit 'et inhūmānum est bellum. Inter Albānis sunt trēs Curiātii; nōs sōlī contrā</del></p> <ol style="list-style-type: none"> <li>List the expected actions of each character/group listed below: a. Albāns b. Curiātii c. Horatii d. Rōmāns</li> <li>What does the Horatii brother predict for his town?</li> </ol> <p>Notes: <i>pugnābimus</i> = future tense from <i>pugnāre</i> "I will fight" <i>debent</i> = they will give</p>	<p><b>READING I TUESDAY</b> VI. 54. Slaves and Freedmen</p> <p>Look up vocabulary here!</p> <p><del>servos quoque homines esse. Ne forte putēs me nimis humanitatis, parum severitatis in servos meos praebere, audi de liberto meo, quocum heri, dum ager iacet, sermonem habebam. <del>Quae illi mecum loquens dicebat,</del></del></p> <ol style="list-style-type: none"> <li>What critique does Piny say that the majority of his friend will have about his treatment of his slaves?</li> <li>Piny gets information from another source. Who is he and when do they speak?</li> <li>Why does he have the chance to speak to Piny?</li> </ol> <p>Notes: <i>putes, me nimis humanitatis</i> [prohibere] <i>quocum cum quo</i> <i>sermo, sermonis</i> = conversation <i>sermonis</i> = conversation <i>parum</i> = too little</p>	<p><b>READING I TUESDAY</b> VI. 54. Slaves and Freedmen</p> <p>Look up vocabulary here!</p> <p><del>servos quoque homines esse. Ne forte putēs me nimis humanitatis, parum severitatis in servos meos praebere, audi de liberto meo, quocum heri, dum ager iacet, sermonem habebam. <del>Quae illi mecum loquens dicebat,</del></del></p> <ol style="list-style-type: none"> <li>What critique does Piny say that the majority of his friend will have about his treatment of his slaves?</li> <li>That he goes to easy on his slaves and is not strict enough</li> <li>Piny gets information from another source. Who is he and when do they speak?</li> </ol> <p>His source is his freedman, who speaks with him yesterday. Why does he have the chance to speak to Piny? Because he (the freedman) by it if he (the freedman) is in third person</p> <p>Notes: <i>putes, me nimis humanitatis</i> [prohibere] <i>sermo, sermonis</i> = conversation <i>sermonis</i> = conversation <i>parum</i> = too little</p>

Note c: *N.B.* The student left a note in red above to explain their delay in sending work. Their responses are indicated by a blue arrow.<sup>15</sup>

Fig.5. Reading Comprehension slides with passage selections from Cobban, James M. and Ronald Colebourn. *Civis Romanus: A Reader for the First Two Years of Latin*. Mundelein:

<sup>15</sup> This assignment was assigned and due in early May, weeks before the murder of George Floyd and subsequent national protests against police brutality and amplification of the Black Lives Matter movement. This assignment and several before it challenged my students to think critically about the cruel realities of life in Ancient Rome. School ended right around the escalation of protests in Washington D.C. and I have been unable to check in with my students since.

Bolchazzy-Carducci Publishers, Inc., 2003. Figure 5C contains a student's responses.

Figure 5A was assigned to Latin 1 from McHugh, Brianna. *I.5 The Story of Horatius*. Arlington, 15 July 2020. Google Slides Presentation.

Figure 5B and 5C were assigned to Latin 4 from McHugh, Brianna. *VI.54 Slaves and Freedmen*. Arlington, 15 July 2020. Google Slides Presentation.

I scheduled weekly conference sessions as the third way to lower the affective filter. My school district allowed teachers to meet online with students during "normal class hours" as long as sessions were recorded for asynchronous access. I utilized the video conference feature available in the Canvas so that students could log-in and watch my review live while I recorded the session. In each recording session, I shared my computer screen with that week's reading projected. Then, I read through the Latin story and provided commentary and translation notes for the whole passage. Students watched the discussions I created to go through Latin and work through that week's readings. I recorded these videos with my most challenged students in mind, those that functioned with a high affective filter during the closure.

Krashen describes comprehension as a critical component to acquisition, but he elaborates that comprehension alone is insufficient. He notes that when the affective filter is high, a student can comprehend input without acquiring the language (Krashen 66). However, I did not measure acquisition during the virtual quarter. The district guidelines required review of standards during the virtual quarter. It was unfair and negligent to assume my students were not encountering variables that raised their affective filter. So, I chose to focus on comprehension, and I organized the strategies above to review readings in a low anxiety environment. This approach mitigated some of the barriers that overwhelmed students' filter, and created a better chance for language acquisition.

Utilizing textboxes to create interactive slides.

I utilized word banks and cloze passages on Google Slides for some activities. In *figure 6*, I used individual text boxes to create modified word banks. Students demonstrated comprehension by dragging each text box to its appropriate space on a graphic or table.

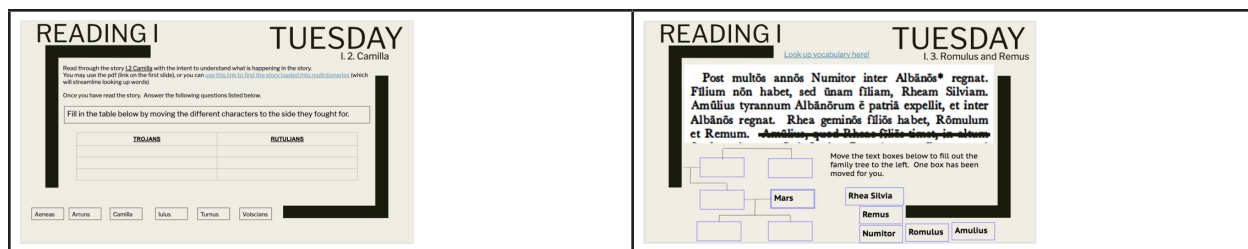


Fig. 6. Two examples of word banks used to assess reading comprehension from McHugh, Brianna *I.2 Camilla*. Arlington, 15 July 2020. Google Slides Presentation. and from McHugh, Brianna. *I.3 Romulus and Remus*. Arlington, 15 July 2020. Google Slides Presentation.

On each slide, I referenced passages from Cobban, James M. and Ronald Colebourn. *Civis Romanus: A Reader for the First Two Years of Latin*. Mundelein: Bolchazy-Carducci Publishers, Inc., 2003.

Similar to word banks, I superimposed text boxes over an image to create fill-in-the-blank activities. Instead of a blank space, I formatted an empty textbox with a blue border and adjusted its width to match an appropriate blank space width. I instructed students to click on each blank textbox and type in the appropriate response. In *figure 7*, one can see where students typed responses into each “blank” text box.

Since students accessed this material asynchronously, I included “key” slides which contained the answers (See *figure 7A-B* for an example of the student and “key” slides). Students accessed “key” slides to in the same weekly workbook to check answers. I duplicated the original student slide and typed in the answers. I changed the writing in the textbox to white to match the background of the image. Initially, students would not see the answers, but they could check their work by highlighting each textbox and revealing the hidden text. See the highlighted text, indicated by the purple arrow on the screenshot in *figure 7B*.

I composed cloze passages as another “fill-in-the-blank” method. *Figure 7C* portrays how I devised cloze passages on a Google slide. I created a large textbox and typed in the translation of the weekly reading. I left some Latin phrases in the translation followed by a long line of continuous underscores. Students replaced the underscored space with the “missing” translation from my original English. I employed this strategy frequently for Friday’s activities in Latin 1.

Figure 7A	Figure 7B	Figure 7C
<p>These slides contained part of a workbook exercise from Davis, Sally. <i>Review and Test Preparation Guide for the Intermediate Latin Student</i>. Reading: Addison-Wesley Publishing Company, 1995.</p>		<p>The text passage is from Cobban, James M. and Ronald Colebourn. <i>Civis Romanus: A Reader for the First Two Years of Latin</i>. Mundelein: Bolchazy-Carducci Publishers, Inc., 2003.</p>

Fig.7. Teacher created slides which modified “fill-in-the-blank” activities from McHugh, Brianna. *VI.55 One View of Roman Games*. Arlington, 15 July 2020. Google Slides Presentation. and from from McHugh, Brianna. *I.3 Romulus and Remus*. Arlington, 15 July 2020. Google Slides Presentation.

Google Slides integrates with the Canvas learning management system.

Finally, it was advantageous to use [G-Suite for Education](#) because it integrated with Canvas, which my school district uses as a learning management system. I utilized Google Drive as an “External Tool” to create these assignments. This feature limited what type of file students could turn in and initiated an automatic copy of whichever Google Document I selected when I created the assignment. By doing so, students just needed to click on the hyperlink in the assignment (see *figure 8*) which automatically created a personalized copy of the Google Slides for their week’s work. This streamlined student access to the material and my review of the material because all students started with the same framework for their digital workbook.

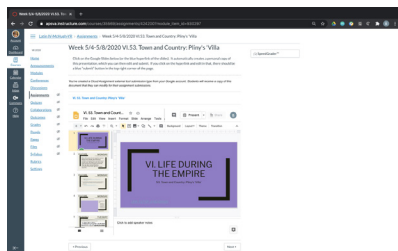


Fig. 8. A screenshot of an assignment created in Canvas by using the “External Tool” feature. More information about how to initiate this feature can be found from Instructure, Inc. “External Tools Introduction.” 31 July 2020. *Canvas.Instructure.com*. 1 August 2020. <[https://canvas.instructure.com/doc/api/file.tools\\_intro.html](https://canvas.instructure.com/doc/api/file.tools_intro.html)>.

### The “Digital Workbook” in Practice

As aforementioned, the virtual quarter was optional. Most of my students chose not to participate in the final virtual activities. A select group was comfortable with their final grade and picked some variation of content from the weekly workbook to complete for their enrichment. Of those few students who needed remediation, half never responded to my efforts to reach out.<sup>16</sup> However, the students that did opt-in to the virtual quarter responded positively to many aspects of the assignments. Students evaluated the course and shared their opinions about the Digital Workbooks at the end of the term. Students valued the consistency of each assignments’ presentation and expectation. They looked forward to the videos, articles, and cultural topics to start their week on Monday. According to my students, the cultural activities were intriguing and exciting, and looked forward to each week. Students also anticipated and relied on the recordings about each week’s reading. I hosted video conferences on Tuesday and Wednesday during normal class times every week. Students attended these meetings regularly, even if they chose not to complete the workbooks. Surprisingly, many students emailed me one week when I missed the recording session for that class. They valued the video conferences because the format of the assignments kept a sense of “normalcy.” They enjoyed hearing my voice discuss Latin in the same way I would throughout the school year. It served as a touchstone to maintain their reading skills.

<sup>16</sup> Early in the virtual quarter, students shared that they did not value the fill-in-the-  
Without a response, I don’t know whether these students chose to not participate or if there were other barriers that prevented their participation. My school district has continued throughout the summer to organize better technology access for all students.

blank style slides for grammar review (see *figure 6A-B*). I revised the Wednesday grammar focus to keep the same format each week, like the vocabulary review on Thursdays (see *figure 3*) I adapted the format of the Wednesday grammar topics. Each week I inserted a video from [LatinTutorial](#) or from [CU Latin Buff's YouTube Channel](#) that reviewed a grammatical topic covered in the first three quarters (Johnson) and (CU Latin Buffs). Then, I used various features from Anna Andresian's [Magistrula](#) website to create grammar assignments with a narrow focus (Andresian). This was the only component that I could not grade directly from the digital workbook. However, since I had used it a few times during the school year, I already had set up classes on the site itself, and students were familiar with the layout of the site.<sup>17</sup>

My students were very familiar with Quizlet and welcomed the simplicity of Thursday's vocabulary review. I resolved the expectations about unambiguous screenshots early in the virtual quarter via revision feedback. Most students completed this part of the workbook easily. Those that struggled exhibited technical barriers.

The consistency of the Wednesday and Thursday assignments proved crucial to students completing remediation work. Their success was marked by demonstrating Latin proficiency rather than demonstrating technical inefficiency. They appreciated that I curated assignments to stay within daily work limits.<sup>18</sup> Splitting topics by day and repeating this pattern each week reinforced work limits and focus. Students shared that they knew to split up the weekly reading into two parts, on Tuesday and Friday. Many students liked that the workbook kept everything in one place for a whole week. The integration with Canvas made it easy to submit work, even from Google Slides itself.

### Concluding Deliberation

I would have modified the time element of the Digital Workbook. While the template simplified how I structured each week, it didn't diminish the herculean task of finding digital resources with free or appropriate access for my students. While the lessons in Google Slides appear compact, they took several hours per activity to find, create, insert,

<sup>17</sup> Without classes set up on the site, I would have required students to take a screenshot of their work on the [Magistrula](#) website and insert that screenshot onto a slide in the Digital Workbook, like I required for vocabulary review (see *figure 3A*).

<sup>18</sup> Some students shared that they didn't participate in the virtual quarter for Latin *because* other teachers did not follow the daily work limits. While students needed to improve a grade for another class but did not feel the need to improve their Latin grade, it limited their participation.



and format the resources.

Grading the submissions proved difficult when it was necessary to provide comments for revision, and students did not know where to find that feedback. I learned from students that feedback was different from teacher to teacher. Canvas' "Speedgrader" proved problematic for adding comments on the slides. After much trial and error, I eventually listed feedback points by slide number in a textbox located in the grading portal.<sup>19</sup> Several students missed timely feedback because they did not look for comments on Canvas rather than in Google Slides.

The digital workbooks did not allow for easy interaction between classmates. Community building is an integral part of my pedagogy, but I did not think of a way to maintain community while meeting three learner groups' requirements and concurrently minimizing trauma. I would not change the scaffolding and security that I built into the digital workbook. My students needed it. They did experience trauma from the school closure and the impact of COVID-19. Their feedback formed my decision to prioritize structure and develop the workbook template, and it was right for me to listen to them.

Ultimately, I achieved my chief priority: I provided consistent materials and expectations for my students. My school district has now announced different expectations to start to the fall, meaning I will need to adapt my instruction further. I will likely adapt some aspects of this workbook. I still like the idea of a one-stop-shop in a virtual model, and Google Slides worked well for this purpose. I'm centering my attention on community building and methods of feedback. Much like teaching in a pre-COVID-19 setting, we must adapt lessons and methods to meet a learning population best.

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<sup>19</sup> When using the "External Tool" feature, the teacher cannot always access the student's actual Google Slides presentation to leave comments directly.

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