

TEACHING CLASSICAL LANGUAGES

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OF THE MIDDLE WEST AND SOUTH

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Motivation for Learning a Classical Language

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The Thomas Project: Evaluating a Web-Based Latin Research Project for Learners at Multiple Levels

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Teaching Classical Languages (ISSN 2160-2220) is the only peer-reviewed electronic journal dedicated to the teaching and learning of Latin and ancient Greek. It addresses the interests of all Latin and Greek teachers, graduate students, coordinators, and administrators. *Teaching Classical Languages* welcomes articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek. As an electronic journal, *Teaching Classical Languages* has a unique global outreach. It offers authors and readers a multimedia format that more fully illustrates the topics discussed, and provides hypermedia links to related information and websites. Articles not only contribute to successful Latin and Greek pedagogy, but draw on relevant literature in language education, applied linguistics, and second language acquisition for an ongoing dialogue with modern language educators.

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Guidelines for submission may be found at

<http://www.tcl.camws.org/guidelines.pdf>.



Keely Lake, In Memoriam 1971-2020

by John Gruber-Miller

It came suddenly and unexpectedly. In mid-January, I received word that TCL Editorial Assistant Keely Lake had passed away. In the last few weeks before her death, we were exchanging typical end of the fall semester correspondence. Keely was concerned to finish grading her students in her six online classes. We were conferring about correcting typos, reviewing formatting, attending to tables and footnotes. She would mention taking a break to bake cookies or grading some more in between copyediting. She was bugging me to send in my Letter from the Editor. And she was wondering what images to use for the TCL cover. As she responded to an author's corrections, she would send a quick email, "Done." Everything seemed so normal, so predictable, so Keely.

I met Keely when I was a newly tenured faculty member at Cornell College and she was a grad student at the University of Iowa. In those days, she was part of a gang of grad students that I came to know well. In Fall 2000, she came and taught two classes for us at Cornell College, Classical Mythology and an upper-level Latin course, *The Age of Cicero*. Already in these courses, it was easy to find signs of her resourcefulness and flexibility. The myth course was the first time that Keely had led and designed an entire course in translation. She also had to adjust to Cornell's unique calendar, called One-Course-At-A-Time (OCAAT), in which faculty teach and students enroll in one course at a time in month-long terms. Finally, she had to cope with a student with a rather severe case of ADD. Despite all the challenges, she succeeded in making the course work. I remember her standing at my office door where we would talk about how her courses were going and how to respond to specific student needs. In both courses, as I wrote in my letter of recommendation, "she designed the assignments, especially the final research paper, around her students' interests and abilities." And I added in my conclusion something that no one who knew her ever doubted: "If you have a position that requires good teaching and commitment to students, please consider Keely Lake." That's an understatement.

A hallmark of Keely that I greatly admired was her ability to seamlessly blend her passion for the ancient world, her commitment to her students as both students and as people, and her engagement with how the classics could respond to challenges we face in the modern world. The most memorable was listening to Keely at lunch at a classics conference explain how she had designed a course around the issue of refugees in the *Aeneid*. At the time, the Syrian refugee crisis was just unfolding. She knew her students at Wayland Academy came from all across the globe, and while they were not refugees themselves, they could understand what it meant to straddle two very different cultural paradigms. Afterward, she generously shared the specific readings on refugees and exile in the ancient and modern world that inspired her and her students. These same readings helped me re-think and re-frame how I would teach my upcoming Cicero course by focusing on Cicero's exile in 58-57 BCE.

Besides being a consummate teacher who could build her teaching around her students' needs and interests and contemporary issues, Keely was also a consummate reflective teacher. She knew how to bridge methodological and pedagogical divides. She knew how to bridge methodological and pedagogical divides. As someone who was trained under a grammar-translation approach, she was always eager to read authentic texts with her students, building on a solid understanding of Latin vocabulary and syntax. Nonetheless, she was always open to new ideas and new ways of teaching. And because of her openness and genuine interest in becoming a better teacher, she was able to reach out to others and build common ground, and see the value of other viewpoints.

Keely's perspective was always that of the big tent, and that is why I invited her to serve on the TCL Editorial Board in 2014. I wanted someone who was curious and open-minded—a truly reflective pedagogue. And I wanted someone who had contacts and who could recommend readers from all across the country and with different methodologies and perspectives. Needless to say, Keely offered that and more. Whenever the Editorial Board got together at CAMWS or SCS, Keely was in attendance with ideas and suggestions for improving the journal and suggesting new directions. She was without fail ready to respond to my queries, suggest referees, and raise important issues for the journal to attend to. And when I learned that Keely's predecessor as Editorial Assistant, Meghan Yamanishi, needed to resign upon the arrival of a new child and a new full-time job, it was Keely who quickly came to mind. At that same time, Keely was transitioning from Wayland Academy to moving home to South Dakota to be with her father and was looking for work. And thus began a new phase in our relationship.

Did I say that Keely had contacts and colleagues all across the country? It may come as no surprise that Keely may have been the classicist who bridged more organizations and working groups within our profession than just about anyone else. Many knew Keely through her service on so many committees and organizations. In reflecting on the organizations that Keely served, it becomes apparent that she felt a deep and genuine call not just to service, but also to advocacy. She wanted to share her love for the ancient world with diverse constituencies: Latin students (AP Latin), high school teachers (Vergilian Society, CAMWS, ACL), colleagues in other languages (WAFLT). Mentoring students and fellow teachers was her passion. She felt a deep calling to support teachers and their students as chair of the CAMWS Committee for the Promotion of Latin, chair of the National Committee for Latin and Greek, and delegate to the Joint National Committee for Languages. And she was honored by many of these same organizations: an *Ovatio* from CAMWS, WAFLT Distinguished Language Educator, and ACL Merita Award. Since her death, CAMWS has renamed the Travel Grants for School Groups after her and the ACL has instituted a new award, the Keely Lake Award for Advocacy. A call to service and advocacy. That is why she was so beloved by so many organizations and so many friends and colleagues.

Genuine, authentic, passionate, engaging, inspiring, caring, humble, cheerful, visionary. These are just a few of Keely's qualities. We will all miss her welcoming smile and thoughtful words at meetings, gatherings, and meals shared together. But we will treasure the gifts she gave to each of us through her friendship, service, mentoring, and advocacy for Latin and classical studies. *Requiescat in pace.*