

Lesson Plan: TRANSLATION FROM LATIN

Teacher: M^a TERESA MONREAL BOLUDA

Subject: LATIN

Title : Lesson	Time : 3 SESSIONS OF 50 minutes
Subject : <i>temática</i>	
Aim: objetivo de la clase	
Key CS elements: decomposition, pattern recognition, abstraction, algorithm design	
Age group : curso y edad alumnos,14-16	
Learning situations: classrooms	Activity type : Translation
Resources : paper, pencil, Latin dictionary	
<p style="text-align: center;">Learning development:</p> <p>The students will be given a text, extracted from the encyclical called “ENCYCLICAL LETTER LAUDATO SI’ OF THE HOLY FATHER FRANCIS ON CARE FOR OUR COMMON HOME. This text is talking to all people, and particularly christian ones, about the importance of caring about the Earth, which is considered by Pope Francisco as our common home.</p> <p>https://www.vatican.va/content/francesco/la/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html</p> <p>1. Decomposing:</p> <p>In translation exercises from Latin to Spanish or English, the process that can be applied to linguistics is more or less the same. However, it is important to bear in mind that in Latin we have to consider Latin declensions, too.</p> <p>So, the first part is to identify the different parts of the sentences by breaking it down into smaller parts such as prepositional phrases, subordinate clauses, and main clauses (when translating longer texts, not just sentences)</p> <p>2. Pattern recognition:</p> <p>As Spanish language comes from Latin, for Spanish native speakers it would be easy to identify the nouns, adjectives and verbs, because their endings are quite similar to our mother tongue. Besides, by comparing both languages, students can observe the order of the sentences is similar, too.</p> <p>When reading along a text, we can observe that depending on the position of the word in the text, their endings can vary by changing to the use of the different cases: nominative, causative or ablative can share endings, so it is the aim of the translator/student to identify its function in the text, so that it can be translated properly.</p>	

3. Abstraction:

By abstracting prepositional phrases, adjectives, and adverbs, the translator can more easily identify the main verb, its subject, and hopefully, the main idea of the sentence.

Abstracting breaks down a complex sentence into clauses, phrases, and agreed words to be put back together and formed into a logical order of ideas. Using this skill allows a Latin translator to identify the grammatical elements of a sentence while relating it to other parts of the sentence.

Utilizing abstraction eliminates extraneous information temporarily to find out what the author is trying to say.

It is important to focus on content words, such as nouns, adjectives, verbs and adverbs, as they convey the exact meaning for the text. Other words, such as prepositions, don't change as they don't take declensions.

4. Algorithm design:

Finally, problem-solving skills help the translator arrange the various clauses in a way that makes sense while conveying as accurately as possible what the author was trying to express. This might involve finding the correct usage of a noun case, applying the correct usage of the subjunctive mood, or any other decision that solves the puzzle that is a Latin sentence.

We can organize some steps in order to facilitate the students, who are new in the subject, the possibility to translate a text written in Latin. Besides, the students are supposed to have learnt the declensions, so that when they read a text, they already know the endings equivalences.

1. Read the text carefully and identify the verbs. We will have the same number of sentences as verbs.
2. Analyze the verb: person, number, tense and mood, keep in mind whether it is singular or plural in order to successfully find a word the Nominative case which will be the subject of the sentence, if it is not omitted, which could also happen.
3. We then go on to analyze the rest of the words (nouns, adjectives, determiners, pronouns, prepositions and adverbs), always in the same order.
 - a. NOMINATIVE: Subject and Attribute.
 - b. VOCATIVE: Appellative and between commas.
 - c. ACCUSATIVE: D OBJECT
 - d. GENITIVE: COMPLEMENT OF NOUN
 - e. DATIVE: INDIRECT OBJECT
 - f. ABLATIVE: COMPLEMENTS (TIME, PLACE, ETC)
*These are always declined in singular and plural.
4. We start with the NOUNS: when starting to giving each word a function in the sentence in order to translate it correctly, we should start with the endings which are unique. For example: -m in a noun is always Accusative, so we "select" the words with unique or only endings to start the process.
5. With words with difficult endings, which means, there are more than 1 possibility, we have to come back to the verb and translate it: this will help us to understand if we need a Direct Object or Indirect Object.

6. We focus on adjectives: they have to agree in gender, number and case with the nouns, so when nouns are identified, we have phrases or syntagms that should be translated together.

7. We analyze determiners: they accompany nouns and adjectives, and have also to agree with them in case, gender and number.

8. Finally we analyze pronouns which appear in the sentence alone, they don't agree with any other word.

9. When all words are identified correctly, or at least we think so, we start the translation. In Spanish there is no fixed order for sentences, it is not the same in English. However, we try to convey a "logic order" which is subject + verb + complements.

10. Start translating the text word by word, always keeping in mind the function that follows from the case of the word we are translating and put the preposition corresponding to each syntactic function.

In this way you will be able to give shape to the logical order of the elements of the sentence.

Use a Latin-Spanish dictionary if necessary and choose the Spanish entry that corresponds best for the context.

11. Finally, make sure your translation is consistent and consistent with the context. Check your translation for both possible grammatical or translation errors and correct word order in Spanish.

Assessment: During the process of translating, the teacher helps the students with the grammar, and at the same checks if they are following the steps which definitely will help them succeed in a more accurate translation.

Expected results: The students are supposed to start facing easy texts until they can translate more difficult ones.

Notes:

Using extracts from the ENCYCLICAL LETTER which makes clear reference to environmental problems may help students closer to such an important issue and at the same time, working in the translation task.