**All these lesson plans use the basic concept of “Breaking the Language Barrier”**

**The exercises described in Anna Krohn’s materials were done before any of the lessons below.**

**All these lessons were done in-class with the instructors walking around the room and helping students.**

**\*\*\*Note: at least one student is now pursuing Greek classes as a result of being exposed to the Greek language through these exercises**

**Word study**

-Choose a word or words in Latin or Greek (or both) that relates closely to your term paper project. E.g. those working on magic may want to look up “pharmakon”, etc.

-Using the Perseus vocabulary tools, look up the word in context in ancient sources and in the LSJ.

-Write a short report detailing the meaning of this word in context and how you plan to integrate this knowledge into your research paper.

**Birds**

-Homework: read Aristophanes’ *Birds* on Perseus

In class:

-Students divided into teams of 2, assigned a species of bird that occurs in Aristophanes’ Birds

-Using D’Arcy Thompson’s Glossary of Greek Birds <https://archive.org/details/glossaryofgreekb00thomrich>, explain the effect of using this particular species of birds in the play or passage in which it comes up.

**Funerary epigrams**

-Using the texts collected from Lattimore, Themes in Greek and Latin epitaphs, identify a word or words that you find significant in the collection

-Using the Perseus tools, look up your word in context in other ancient sources

-Report to the class with an interpretation of this word in the context of your epigram. Pay attention to the date and geographical location of the epigram.