



OCC SUMMER WORKSHOP

Columbus Academy, Gahanna, OH

June 20, 2025

*Maior rerum mihi nascitur ordo
maius opus moveo.*

Monsters, heroines and divinity:
A foray into the new AP poetry readings

9:45 am-11:00am: Ghost Stories: Encountering the Dead in Vergil and Pliny,
William Little William Little, The Ohio State University

11:15am - 12:30pm: Short Stories, Lasting Impact: Novellas in the Latin Classroom
Emma Vanderpool, Goffstown High School,

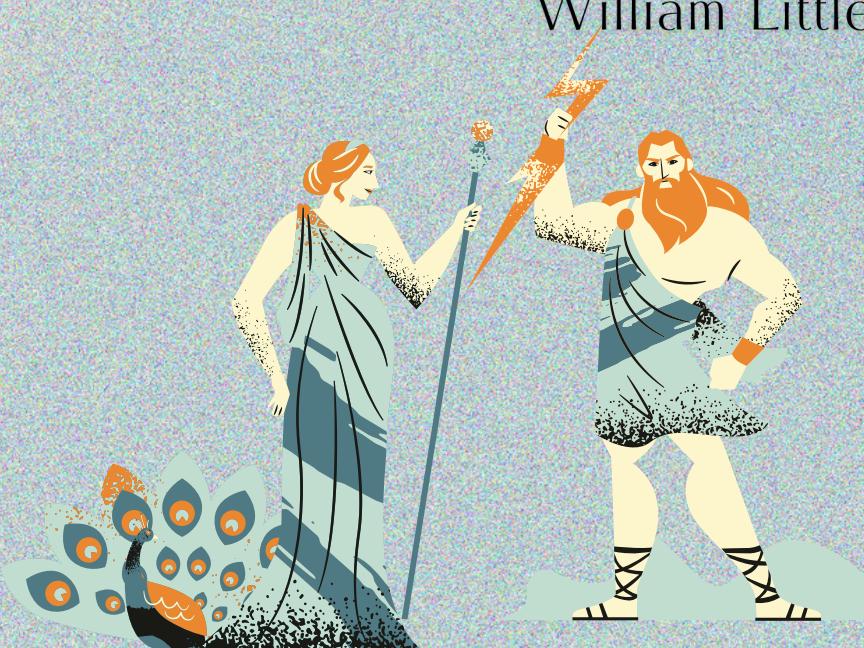
12:30pm - 1:00 pm: Lunch in the Columbus Academy Dining Hall

1:15pm - 2:30pm: Using the National Latin Exam as a Classroom Tool
Jackie Lund Hillman, Bexley Middle/High School,

2:45pm - 4:00pm Vergil's "Italian *Iliad*" (Part I) / Monsters, Furies, and
Allegorical Personification in the *Aeneid* (Part II)
William Little, The Ohio State University

Registration

- Register online by June 10th at:
<https://ohioclassicalconference.org/summerworkshop>
- The \$35 registration fee includes coffee service, snacks and lunch at CA's dining hall.
- Please direct questions to Christy Bening at
beningc@columbusacademy.org



Session Overviews

GHOST STORIES: ENCOUNTERING THE DEAD IN VERGIL AND PLINY, WILLIAM LITTLE

This session will review passages from Vergil and Pliny—some newly prescribed for the Latin AP curriculum, others to complement those prescribed texts—that involve encounters with the dead, setting them in the context of ancient attitudes towards death, the afterlife, and the supernatural. Passages to be discussed include Pliny’s “haunted house” letter (Ep. 7.27) and selections from *Aeneid* Books 2 (Creusa), 3 (Polydorus), and 6 (Dido and Deiphobus).¹

SHORT STORIES, LASTING IMPACT: NOVELLAS IN THE LATIN CLASSROOM, EMMA VANDERPOOL

Over the past ten years, more and more novellas have become readily available to Latin teachers, and they have steadily continued to establish a foothold in the discipline, even appearing on the newly revised AP Latin Course and Exam Description. This hands-on workshop will cover the writing, use, and efficacy of novellas within the Latin classroom. Participants will explore narrative techniques, scaffolded vocabulary, and cultural elements to create meaningful stories and novellas that support independent and teacher-supported language acquisition. In addition to the writing process, the workshop covers practical classroom applications, including replicable pre-reading activities, reading activities, and extension tasks that maximize student engagement and comprehension. By the end of the session, teachers will leave with the tools, confidence, and inspiration to both take their ideas to the page and to effectively implement these and pre-existing texts in their teaching practice.

USING THE NATIONAL LATIN EXAM AS A CLASSROOM TOOL, JACKIE LUND HILLMAN

For the past 48 years the National Latin Exam has been used to recognize and reward students for their efforts in learning Latin, but teachers have also been using the NLE, in parts or as a whole, to reinforce their instruction in the classroom. Besides emergency lesson plans or outright practice to prepare for the year’s exams, cutting and pasting from past exams provides questions in language, culture, reading comprehension, vocabulary, grammar, and syntax. Likewise, the reading passages, annotated and leveled, can be used for comprehension exercises and translation practice. Join us to learn about all the different ways the NLE can support your instruction. There will be plenty of opportunity to learn, discuss, and share with your colleagues!

VERGIL’S “ITALIAN ILIAD”, WILLIAM LITTLE

This presentation will begin by reviewing the divergent reception histories of the two halves of Vergil’s *Aeneid* and by illustrating the advantages of bringing Vergil’s “Italian *Iliad*” into the classroom. Then we shall explore two important contexts for *Aeneid* 7-12, namely these books’ literary relationships to the *Iliad* and the relationship of the epic’s fictive Italy to the political and cultural realities of the Italian communities of Vergil’s time. In the process, we shall examine select passages involving Turnus and Camilla.

“MONSTERS, FURIES, AND ALLEGORICAL PERSONIFICATION IN THE AENEID,” WILLIAM LITTLE

This session will review some passages from the *Aeneid* that involve monstrosity (Celaeno, Cacus), Furies (Allecto), and anthropomorphized abstractions (Furor, Fama, Somnus) in light of ancient ideas of monstrosity and allegory and with attention to how and to what ends Vergil innovated within established literary traditions in his use of such figures.

About the Presenters

Emma Vanderpool earned her MAT in Latin and Classical Humanities from the University of Massachusetts Amherst and her BA in Classics and History from Monmouth College. She received the Classical Association of Massachusetts (CAM) Excellence in Teaching Award in 2021. She has published over a dozen different novellas and currently teaches at Goffstown High School in New Hampshire.

Jackie Lund Hillman earned her BA in Classics and Psychology and her MT in Teaching Latin (K-12) from the University of Virginia, where she is currently working on her doctorate, researching Latin teaching methods. She was named a member of the National Latin Exam’s Writing & Steering Committee in 2020 and currently serves as the ACL’s Digital Newsletter Editor. Jackie has been teaching Latin at Bexley High School since 2019, and recently revived the Bexley Middle School Latin program in 2024.

William Little is an Assistant Professor of Teaching in the Department of Classics at the Ohio State University. In addition to Latin pedagogy, his research interests center on medieval Latin literature and on the medieval and Renaissance reception of ancient Latin texts, especially traditions of exegesis on Roman poets. A number of his current projects involve Ovid’s *Heroides*, chief among which are an edition of the principal medieval commentaries on this work and a study of the Renaissance reception of one of the *Heroides* in particular, namely that of Sappho to Phaon.