

Medieval Latin Club, meeting 1a (1 hour)

I. Introduction (15 minutes)

A. Ask Students to introduce themselves, pass out sign up sheet.

B. Things to cover:

- i. Latin language: its family and near relatives
 - a) ancient dead language spoken by the Romans; literature, poetry, philosophy, political theory; long legacy of thought inherited by Western culture
 - b) Romance languages (Spanish, Portuguese, Italian, French, Romanian): inherited grammar structure and morphology from Latin
- ii. Latin language: from classical to medieval (non-technical, just an informal discussion of how languages change, and how our authors are second-language speakers of Latin)
 - a) church: medieval philosophy and scientific writings; vernacular of the educated
- iii. Uses of Latin
 - a) If we know Latin words, we can use them to figure out what many of our words mean.
 - b) Knowing roots, prefixes, and suffixes can improve our vocabulary.
 - c) In learning Latin grammar, we have to review English grammar, and we gain a better understanding of English grammar by looking at various dimensions of Latin grammar.
- iv. The resources available from Bartholomew (texts, exercises, history, culture). If computers are available to this club, take maybe take 5 minutes for a quick navigational tour of the site
- v. Explain format of course – vocab (affixes and Latin vocab), grammar (technical grammar learning, both English and Latin, and translations) and medieval culture

C. Things to ask students (can put these up on a board if you have one):

- i. what brought you here?

- ii. what other languages have you studied?
- iii. what do you think you might get out of this club? (Possible prompts: increased English vocabulary, knowledge of medieval culture, interest in languages generally or Latin specifically). If you're running short on time, skip this step; the feedback questionnaire at the end should give you similar information

II. Vocabulary/etymology (15 minutes)

A. Affixes in English words:

- i. Explain roots, prefixes, and suffixes, i.e.
 - where they go in words, that they work together to construct the meaning of the word
 - that we can decode the meaning of the word based on the puzzle pieces of roots and affixes.
- ii. Give some obvious examples of affixes and how they affect the meaning of the word to which they are affixed.

B. Explain the concept of a root (a based word in Latin from which multiple English derivatives are derived with a related meaning).

Explain what derivatives are.

Brainstorm derivatives from femina (woman): feminine, female, feminism, feminist, effeminate, femininity.

C. Vocab games:

- i. Introduce the vocabulary words from OLC chapter 1 - read aloud and have students repeat.
- ii. Point out some obvious derivatives of some of the vocab words. If the book gives derivative prompts (text offered below the vocab box), review those questions.
- iii. Show students how to play the hangman game at <http://www.quia.com/hm/1894.html>

III. Grammar (20 minutes): If time is short, bolded topics can be moved to next meeting.

- ### A. Explain major difference between Latin and English grammar: English is word order based.

i. For instance:

Angela loves Steve. (Noun used as subject)

Steve loves Angela. (Noun used as direct object)

The only way we can tell how the noun 'Angela' is being used is its placement in the sentence (subjects come before the verb, objects after).

ii. Latin changes the form of the noun to indicate its function in the sentence.

B. Ask students if they have done any sentence diagramming.

Introduce the terms: subject & predicate, parts of speech: noun, adjective, verb, etc.

C. Point out that there are three sentence patterns in this exercise.

- Define the terms "linking verb" and "action verb"; give examples in English.

1. Subject – verb (Scintilla laborat): describing action of the subject;

2. Subject - linking verb- adjective (Scintilla laeta est)

3. Subject – linking verb - noun (Scintilla est puella)

a. Latin has no word for "the" or "a".

When translating, you have to decide if articles are necessary.

b. Different word order, with verb often at the end of the sentence.

IV. Conclusion (10 minutes)

A. Outline of vocabulary-building plan: OLC words, plus work with prefix, suffix, roots, and cognates, English and Spanish.

B. Outline of grammatical approach and plan:

Emphasize reading, basic grammatical structure, practice rote memorization in class.

C. Provide feedback questionnaire (what did you like/dislike today? what would you like to see more of? what would you like to accomplish in this club?)

NB: This class requires three handouts for IIA and IVc; also a computer for IA and IIB.

FN: LatinC11.doc,prefix.doc,LCFeedbk.doc