

Medieval Latin Club, meeting 2b (1 hour)

I. Vocab/Etymology (15 minutes):

A. Latin root: vocat “speak, say”

- vocal, vocalize, vocation, vociferous, advocate, revoke, provoke, invoke, evoke, equivocate
- Ask students to brainstorm derivatives.

B. Affixes in English words:

i. Review the definitions of prefix, suffix, and root as needed.

ii. Suffixes: -ment, -ness

a) -ment

- Forms nouns from verbs:

- a) act or instance of doing something
- b) the state of being x
- c) result of an action

- Give students the following examples:

- a) entertain → entertainment (act of entertaining)
- b) amaze → amazement (state of being amazed)
- c) advance → advancement (result of advancing)

- Prompt students with the following questions:

- a) State of being content? (contentment)
- b) Result of amending? (amendment)
- c) State of being entrapped? (entrapment)
- d) Result of being excited? (excitement)
- e) Result of postponing? (postponement)
- f) State of being unemployed? (unemployment)
- g) Result of improving? (improvement)

b) -ness

- Forms stative or abstract nouns from adjectives.

- Give students the following examples:

- a) lonely → loneliness (i.e. the state of being lonely)

b) kind → kindness (abstract noun)

c) dark → darkness (abstract noun)

- Prompt students with the following questions:

a) What noun can we form from sweet? (sweetness)

b) What noun can we form from sad? (sadness)

c) What noun can we form from weak? (weakness)

d) What noun can we form from tough? (toughness)

e) Explain the etymology of closeness.

f) Explain the etymology of preparedness.

g) Explain the etymology of awareness.

iii. Ask students to come up with their own examples of words with the given affixes. Ask them to explain how the affix affects the meaning of the word.

C. Vocab review:

i. Offer obvious derivatives of this chapter's vocab.

ii. Check out the hangman game again: <http://www.quia.com/hm/1895.html>

iii. Latin exercise:

[http://bartholomew.stanford.edu/latinclub/documents/nopass/vocab\\_MS.pdf](http://bartholomew.stanford.edu/latinclub/documents/nopass/vocab_MS.pdf)

II. Grammar (20 minutes):

A. Review grammar concepts from previous lesson:

i. Put up case ending paradigm on the board, including case name (nominative and accusative), latin ending, function of the noun in the sentence (subject and direct object), and an English example (we and us).

ii. Review the concept of Latin nouns having a root to which the case endings are appended.

iii. Remind students of noun/adjective agreement. Remind students of the three ways in which nouns and adjectives must agree, emphasizing the fact that they must also match in case.

B. Exercise from the back of the book: 2.1. Review the grammar notes preceding the exercises.

i. Emphasize different uses of the verbs and question students on the grammar structure of each sentence.

C. New grammar concepts:

i. Adjectives must match nouns in case (as well as gender and number). An adjective that matches a noun in the accusative case must also be in the accusative case. So, adjectives also have a root (laet-), and take the different case endings. Prompt students:

- The happy girl works.      Puella laeta laborat.

- He calls the happy girl.      Puellam laetam vocat.

ii. Mention that cases are also important in Latin because prepositions only take as objects nouns in certain cases. Bring up the example from the cartoon: in casam. The preposition in takes the accusative case to mean into.

iii. Change the word order of the simple sentences and ask students to retranslate. Reiterate that a change in word order does not affect the meaning.

III. Medieval World (20 minutes): Hereford: Mappa Mundi  
<http://www.herefordwebpages.co.uk/mapmundi.shtml>

A. Unit on Strange people

B. On Animals: Look for:

Ape & Bear

Camel

Crocodile

Dragon

Elephant

Lion & Leopard

Minotaur

Ostrich

Pelican

Salamander

Scorpion

Tiger

Unicorn

- Note the correlation between: the farther from the center the map gets, the more fantastic the descriptions of the peoples who inhabit that part of the map are.
- Not that the same occurs with animals.
- Ask students why the descriptions of the animals are so inaccurate. What were the sources for the information provided? Did medieval mapmakers actually see the animals? Information comes from hearsay, inaccurate scientific writings, etc.

#### IV. Conclusion (5 minutes):

A. Uses of cases. English retains cases for certain nouns.

B. How do we know which adjectives go with which nouns? Noun/adjective agreement is the only way we can tell in Latin, though in English the adjective usually has to precede the noun it modifies.

C. Fable and hearsay was an important source of information for medieval academics.

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