

Medieval Latin Club, meeting 2c (1 hour)

I. Vocab/Etymology (15 minutes):

A. Latin root: terra “earth”

- subterranean, terrestrial/ extraterrestrial, terrarium, territory, territorial, terrain, terra cotta (baked earth color)
- Ask students to brainstorm derivatives.

B. Affixes in English words:

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

ii. Prefixes: non, in (meaning not)

a) non: not

- Give students the following examples:

- a) nonfiction – writing that is not based on truth (not fiction)
- b) nondescript – not having distinctive features
- c) nonfat – containing no fat
- d) nonprofit – not for profit

- Prompt students with the following questions:

- a) not absorbent? (nonabsorbent)
- b) not engaging in acts of violence? (nonviolent)
- c) not essential? (nonessential)

d) If verbum is Latin for word, what word means not with words? (nonverbal)

e) If ferrum is Latin for iron, what word means not having the characteristics of iron? (Hint: use the suffix –ous)

(nonferrous)

b) in: not

- Give students the following examples:

- a) not escapable → inescapable
- b) not efficient → inefficient
- c) not considerate → inconsiderate

- Prompt students with the following questions:

a) not compatible? (incompatible)

b) not complete? (incomplete)

c) not calculable? (incalculable)

d) not capable of making a decision? (indecisive)

e) If conspicit is Latin for “to take note of”, what word mean not noticable? (inconspicuous)

f) If flexit is Latin for “to bend”, what word means not capable of being bent? (inflexible)

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. Spanish cognates list. Pass out table of Latin / Spanish / English equivalents. Review some cognates.

ii. Puzzles with clues in Spanish and English.

II. Grammar (20 minutes):

A. Review grammar concepts from previous lesson:

i. Adjectives and nouns must match in case, number, and gender. Review the definitions of case, number, and gender, as needed. Give some examples of nouns and adjectives that match.

ii. Remind students that case is also important in Latin because certain prepositions only take objects in a certain case. Provide some examples that they will be familiar with, i.e. Argus in viam fugit.

iii. Replicate the noun case paradigm, incorporating function in the sentence, the names of the two cases students have learned, the bare case endings, and an example in Latin.

iv. Remind students that Latin does not have articles (‘the’ and ‘a’), and thus these should be ignored when translating from English into Latin and supplied when translating from Latin into English.

B. Exercise from the back of the book: 2.2, 2.3

III. Medieval World (20 minutes):

A. Comprehensive review of both maps.

Hereford Map: <http://www.herefordwebpages.co.uk/mapmundi.shtml>

Ebskart Map:

<http://weblab.uni-lueneburg.de/kulturinformatik/projekte/ebskart/content/start.html>

B. Have students identify common features of medieval maps.

A. Orientation

B. Shape

C. Encircling River

D. Jerusalem at the center

E. Mundus minor

F. Symbols representative of rivers, cities, mountains

G. More inaccurate at the edges of the map than at the center.

IV. Conclusion (5 minutes):

A. Remind students that Spanish is a Romance language, meaning it was derived from Latin. For this reason, knowing Latin helps us learn Spanish, and we can use Spanish to help us learn Latin.

B. Noun cases in Latin tell us what the function of that noun is in the sentence. For that reason, we have to pay close attention to the case endings in order to understand the meaning of the sentence.

FN: LatN02c.doc, cases.doc