

Medieval Latin Club, meeting 3c (1 hour)

I. Vocab/Etymology (15 minutes):

A. Latin root: surgit “rises”

- insurgent, insurrection, surge, insurrection, resurrection, resurgent
- Ask students to brainstorm derivatives.

B. Affixes in English words:

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

ii. Suffixes: -er, -or

a) -er

- Forms nouns from verbs

a) denotes someone who performs a certain action or profession

- Give students the following examples:

a) someone who paints → painter

b) someone who hunts → hunter

c) someone who writes → writer

- Prompt students with the following questions:

a) someone who reads? (reader)

b) someone who swims? (swimmer)

c) the person who deals cards in a card game?

(dealer)

d) someone who admires? (admirer)

e) someone who plays basketball? (basketball player)

a) -or

- Forms nouns from verbs

a) denotes someone who performs a certain action or profession

- Give students the following examples:

a) someone who sits on a jury → juror

b) someone who directs films → film director

c) someone who curates (or takes care of) a museum →
curator

- Prompt students with the following questions:

- a) someone who creates? (creator)
- b) someone who collects stamps? (stamp collector)
- c) someone who owes a debt? (debtor)
- d) someone who educates? (educator)
- e) a ruler who controls an empire? (emperor)
- f) a ruler who dictates every aspect of the government?
(dictator)
- g) someone who distributes merchandise? (distributor)

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. Review three genders of Latin nouns. Point out that adjectives have three forms, one for each gender – give an example in Latin (laetus, laeta, laetum).
- ii. Remind students of the three parameters by which nouns and adjectives must agree.
- iii. Remind students that English has two present tenses, both of which are expressed by a single Latin present tense. Remind students of the meaning of present tense.

B. Exercise from the back of the book: 3.3, 3.4, 3.5

C. New grammar concepts:

- i. Explain the different common noun endings based on gender (i.e. –a for feminine nouns, -us or –er for masculine nouns, and –um for neuter nouns). Offer some examples of various Latin nouns.

III. Medieval World (20 minutes): Elephants

A. Habitat: Isidore: “Elephants once lived in Africa and India, but now only live in India.” (refer to Ebskart)

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

B. Christian allegory (from Physiologus): “To capture an elephant, a hunter can cut part way through a tree. When the elephant leans against it, the tree breaks, and the elephant falls. Unable to rise, the beast cries out, and a large elephant tries to lift it up, but fails. In some accounts, twelve elephants next attempt to lift it, and also fail. Finally a small elephant comes and succeeds in raising the fallen one. ... The big elephant represents the law, which could not raise mankind from sin, nor could the twelve elephants, which represent the prophets. Christ is the small elephant who succeeded in raising the fallen.”

C. What do you think about using animal behavior (real or imaginary) as a way to talk about human behavior? What connections does Bartholomew make between elephant and human behavior? Consider the way people used the movie “March of the Penguins” to make arguments about the kind of behavior that is morally or religiously correct for humans; some arguments can be found here.

<http://www.nytimes.com/2005/09/13/science/13peng.html?ex=1284264000&en=36effea48de3fa22&ei=5088&partner=rssnyt&emc=rss>

IV. Conclusion (5 minutes):