

Medieval Latin Club, meeting 4b (1 hour)

I. Vocab/Etymology (15 minutes):

A. Latin root: dormit “sleep”

- dormitory, dormant, dormancy
- Ask students to brainstorm derivatives.

B. Affixes in English words:

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

ii. Suffixes: -ory, -age

a) -ory :

- Forms adjectives from verbs:
 - the noun it modifies succeeds in performing some action
- Forms nouns from verbs:
 - place where a certain action is performed
- Give students the following examples:
 - a) something that declaims → declamatory
 - b) a place in Christian philosophy where souls are trapped in limbo between heaven and hell → purgatory
 - c) something that criticizes or speaks ill of → derogatory
 - d) a greenhouse for plants → conservatory
- Prompt students with the following questions:
 - a) something that contradicts? (contradictory)
 - b) something that consoles? (consolatory)
 - c) something that exclaims? (exclamatory)

 - d) If laborat is Latin for to work, what is the name for a place where one works? (laboratory)
 - e) If dormit is Latin for to sleep, what is the name for a place where one sleeps? (dormitory)
 - f) If scripsit is Latin for to write, what is the name for a place where one writes? (scriptory)

g) If observat is Latin for to observe, what is the name for a place where one observes? (observatory)

b) -age

- Forms nouns from nouns:

a) collection of

b) place where

- Forms nouns from verbs:

- result of (verb)

- Give students the following examples:

a) collection of bags → baggage

b) place for orphans → orphanage

c) result of blocking → blockage

- Prompt students with the following questions:

a) a place where one can pass through? (passage)

b) a place where things can be stored? (storage)

c) something that has been packed?

(package)

d) If pluma is Latin for feather, what word means a collection of feathers? (plumage)

e) If folia is latin for leaves, what word means a collection of leaves? (foliage)

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/1897.html>

II. Grammar (20 minutes):

A. Review grammar concepts from previous lesson:

- i. Introduce the students to subject-verb agreement rules. We have looked at singular and plural verb forms, and singular and plural noun forms. Subjects and verbs have to match in number (i.e. singular nouns with singular verbs). Give students some examples.
- ii. Replicate the noun paradigm on the board, emphasizing the new plural endings learned.
- iii. Remind students of the plural adjective endings.

B. Exercise from the back of the book: 4.1, 4.2, 4.3. Review the grammar notes preceding the exercises.

C. New grammar concepts:

- i. Formally introduce 3rd person plural verb forms for each conjugation, emphasizing the persistence of thematic vowels.
- ii. Introduce eos and eas, the plural forms of the pronouns eum and eam, which we have already seen.

III. Medieval World (20 minutes):

A. Dragon or snake? A classification problem: Solution the Dragon is the biggest & worst snake.

Could a case be made for calling them birds?

In some medieval writings on the “dragon” (*draco*), it looks like the kind of dragon we imagine, flying and breathing fire. Other times, it looks more like a big constrictor snake, lying in wait so it can wrestle an elephant. How do these stories of mythical animals get started? How does the dragon/snake question compare with the relationship of the unicorn <http://www.bestiary.ca/beasts/beast140.htm> and narwhal <http://www.narwhal.info/> (a whale with a single spiral-shaped tusk, which was probably mistaken for a unicorn's horn)?

B. Go back and look at the bat classification problem. What kinds of inaccuracy do we see?

Examples include mistakes in drawings, fanciful verbal descriptions of animal lives, and problems with classifications (for example, bees are often thought to be “the smallest

birds.”

Of course, classification is a difficult task, and problems and controversies are hardly limited to the medieval world. Consider this cartoon.

See <http://bartholomew.stanford.edu/onbatsbart/intro.html>

<http://bestiary.ca/beasts/beast250.htm>, <http://bestiary.ca/beasts/beastgallery250.htm>,

IV. Conclusion (5 minutes):