

Medieval Latin Club, meeting 6c (1 hour)

I. Vocab/Etymology (15 minutes):

A. Latin root: docuit “teach”

- doctor, indoctrinate, doctrine, document, documentary, documentation
- Ask students to brainstorm derivatives.

B. Affixes in English words:

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

ii. Prefixes: de-, con-

a) de-: down, from, away from

- Give students the following examples:

a) denature – to lose the natural shape

b) deport – to remove from a country

c) debilitate – to take strength away; to weaken

d) deflate – to let the air out of

- Prompt students with the following questions:

a) to convert a forest to a plain by removing the trees?

(deforestation)

b) to remove (i.e. a king) from the throne? (dethrone)

c) without caffeine (i.e. with the caffeine taken away)?

(decaffeinated)

d) If capitis is Latin for the head, what word means to remove someone’s head from their body?

(decapitate)

e) If folia is Latin for leaves, what word means to take the leaves off? (defoliate)

f) If plere is Latin for to fill, what word means to empty out?

(deplete)

g) If fenestra is Latin for window, what word means to throw out of a window? (defenestration)

b) con-: with, together with

- Give students the following examples:

a) convene – to come together

b) converge – to meet, come together

c) consult – to confer, discuss with

- Prompt students with the following questions:

a) to join together? (conjoin)

b) occurring at the same time? (concurrent)

c) If junctum is Latin for to join, what is the term for a category of words that join other words together?

(conjunction)

d) If tempora is Latin for time, what word means occurring at the same time as? (contemporary)

e) If vocat is Latin for to call, what word means to summon together? (convoke)

f) If nectet is Latin for to bind, what words means to bind together? (connect)

g) If gregis is Latin for flock, what word means to flock together, to come together in an assembly?

(congregate)

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 the infinitive forms.

- ii. Put up the basic verb ending paradigm.
 - iii. Remind students how to form a question in Latin (-ne and interrogatives).
- B. Exercise from the back of the book: 6.6, 6.7.
- C. New grammar concepts:
- i. Explain the grammar construction that complements iubeo, iubere. This verb is followed by an accusative of the person being ordered and an infinitive of what they are being order to do. Explain to students that the accusative noun acts in a way as a makeshift subject for the infinitive.

III. Medieval World (20 minutes): The role of the church in society

- A. The church played a very important role in medieval society. It was known symbolically as the "[Bride of Christ](#)," and its ceremonial functions helped keep medieval society running smoothly. The [dedication of a new church](#) was an important ceremony; here is a bishop [blessing the first stone](#) of a church about to be built. The church performed a wide range of sacraments marking the important milestones of life, including baptism, marriage, and funeral rites.
- B. Many people could find a place in the church. Families might give up children to monasteries, committing them into the service of the church, as we see a father doing [here](#). Some boys who entered a monastery were the younger sons of wealthy families; they could not inherit their family property, so the church provided an alternative career path.
- C. Monks in monasteries lived a life of prayer and contemplation, but manual labor was also an important part of the monastic life. The medieval monastery served many important functions – it was a place for traveling pilgrims to stay (there were no hotels), a place where sick people could rest and be healed (there were no hospitals), and a place where books were stored and new copies made (there were no libraries). Monks would also spend time tending to the everyday needs of the monastery – growing and preparing food, cleaning, or preparing goods like honey or ale that could be sold outside the monastery to raise funds.
- D. The issue of whether the church should possess property, given that Scripture makes a virtue out of poverty, was a difficult question that people both inside and outside the church wrestled with for a long time. Some orders of the church, notably the Franciscans, believed that they should not own anything. The "[Rule of St. Francis](#)" published in 1223 served as a guideline for the order. Others, however, felt that the church was entitled to the wealth it took in through people paying penance for sins or obtaining sacraments, and through the products produced by monasteries.
 - i. "On Poverty", Brigid of Sweden, *Revelations* 1.6.46: "I answered the

Virgin, “O dearest mistress, you are beautiful, rich, and virtuous – for you are beautiful because you have never sinned, rich because you are the dearest friend of God, and virtuous because you are most perfect in all your good works. Therefore, my mistress, listen to me, I who am full of sins and poor in virtues. Today we have food and all that is necessary for us, but tomorrow we will be poor and lacking in every way. So how can we be without worry, when we have nothing? For the soul rightly has consolation from God, but an ass, which is a body, desires his food.” The Virgin answered: “If you have something extra, something you can do without, sell it or pledge it, and thus you will live without worry.” I answered, “We have clothing, which we use night and day, and a few dishes for our meals. But the priest has his books, and we have a chalice and ornaments for the mass.”

The Virgin answered, “The priest should not be without books nor you without the mass, but neither does the mass need to be spoken with worldly ornaments. Your body, too, does not need to be naked but clothed for modesty's sake and for avoiding cold. Therefore you need all such things.””

- E. Activity: Imagine a role for yourself within the medieval church – maybe a powerful bishop, or a hardworking monk, or a scholarly nun like Brigid of Sweden. Use the passages we have read, and the pictures we've seen, to help you imagine what your day would be like. What tasks do you need to accomplish? What challenges do you face? What goals do you have in your service to the Church, and why did you choose this life? What services do you provide to the community outside the church, and what support do you receive from them? Write a few paragraphs describing these aspects of your life, and present your character to your fellow students.

IV. Conclusion (5 minutes)