

Medieval Latin Club, meeting 7a (1 hour)

I. Vocab/Etymology (15 minutes):

A. Latin root: frater “brother”

- fraternal, fraternity, fraternize, fratricide, fraternization
- Ask students to brainstorm derivatives.

B. Affixes in English words:

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

ii. Suffixes: -ine, -ive

a) -ine: in the nature of, resembling in nature, belonging to, similar to

-Forms adjectives from nouns

- Give students the following examples:

a) masculine – having qualities associated with men

b) feline – having cat-like qualities

c) nectarine – having qualities associated with nectar

- Prompt students with the following questions:

a) belonging to the Alps? (Alpine)

b) having elephant-like qualities (elephantine)

c) If divus is Latin for god, what word means having qualities associated with the gods? (divine)

d) If equus is Latin for horse, what word means having qualities associated with horses? (equine)

e) If canis is Latin for dog, what word means having qualities associated with dogs? (canine)

f) If maris is Latin for ocean, what word means belonging to the sea? (marine)

g) If femina is Latin for woman, what word means having qualities associated with women? (feminine)

b) -ive: of the quality of, inclined to, tending to

-Forms adjectives from verbs

- Give students the following examples:

- a) expensive – requiring much expense
- b) inquisitive – inclined to inquire
- c) abusive – characterized by much abuse
- d) festive – of or relating to a festival

- Prompt students with the following questions:

- a) coming to a conclusion? (conclusive)
- b) coming from the imagination? (imaginative)
- c) tending to repeat? (repetitive)
- d) with the ability to attract? (attractive)
- e) pervading? (pervasive)

f) If pensare is Latin for to ponder, what word means engaged in serious thought? (pensive)

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. Introduce the vocabulary words from OLC chapter 7 - read aloud and have students repeat.
- ii. Point out some obvious derivatives of some of the vocab words. If the book gives derivative prompts (text offered below the vocab box), review those questions.
- iii. Show students how to play the hangman game at <http://www.quia.com/hm/1905.html>

## II. Grammar (20 minutes):

### A. Review grammar concepts from previous lesson:

- i. Put up the basic verb ending paradigm.
- ii. Review infinitives (forms and usage).
- iii. Remind students of the distinctions between the two declensions we have already seen.

B. Have students read aloud and translate the cartoon Latin. Explain the grammar / question students as to how the grammar works in the sentence.

C. New grammar concepts:

- i. Remind students that there are 5 noun declensions in Latin. Put up the noun paradigm for the first two declensions, incorporating as many cases as we know.
- ii. Introduce the third declension. Add the endings to the paradigm. Give an example in Latin (pater, patris).
- iii. Introduce third declension adjectives. Note that they have only two endings, whereas adjectives of the 1<sup>st</sup> and 2<sup>nd</sup> declensions have three endings (multus, multa, multum).

### III. Medieval World (20 minutes): Social Roles: Infancy and childhood

A. Infants in medieval times were cared for in many ways just as modern infants are, though medical advice on the care of infants was often different from what we would consider good advice today. But of course medieval parents, just like parents of any other time, wanted to take the best possible care of their children. Look at the passage below from Bartholomew's "On Infancy":

“The flesh of a recently born infant is soft and delicate, and therefore various medicines and applications of warmth are necessary for it. And so Constantinus says that infants, as they are emerging from the uterus, should be wrapped in roses which have been mashed with salt, so as to soothe their limbs and free them from their sticky moistness. Then their palate and gums should be rubbed with a finger smeared with honey, so as to clean the inside of the mouth and soothe them, since honey stimulates the infant's appetite with its sweetness and sharpness. They should be bathed frequently, oiled with olive oil scented with myrtle or rose. All their limbs should be rubbed, especially those of the boys, whose limbs should be harder because of exercise.

A strong constitution for one's child comes from good health in the milk that feeds it, and likewise the tender body of a child or infant is certainly harmed by disease in the blood of the wet-nurse. This is because of the weakness of the child's nature, and its easy susceptibility to the milk that feeds it.

Again, because infants also receive a lot of food, they need a lot of sleep, so that their natural warmth may be returned to the inside of their bodies, and this is required for their nourishment to be distributed. Therefore, by the instinct of nature, nurses are accustomed to push infants in cradles with a back and forth movement, with the result that from the mild motion, their warmth is strengthened, and soothing sleep is summoned into the head of the infant

through a release of steam. A song is also often used, so that the senses of the infant may be delighted by the sweetness of a voice.”

- i. What parts of this advice do you think still look like good ideas? What ideas about caring for infants have changed from medieval times to modern ones? What do you think could have motivated these changes?
- B. There are not many pictures of children or infants in medieval artwork – the great exception, of course, is the infant Christ, as well as a few other Biblical figures such as the baby Moses. However, just as adult Biblical figures are often shown in medieval dress, we can get some clues about how medieval children looked from these Biblical illustrations, and a few other pictures showing children. Take a look at the pictures below:
  - i. Biblical stories and allusions:
    - [Mary breast-feeding Jesus](#)
    - [Jesus talking to children](#)
    - [Saint Paul beating a boy](#)
    - [Saint Nicholas teaching children](#)
    - [Saint Anne teaching Mary to read](#)
  - ii. Scenes from daily life:
    - [A confirmation ceremony – a happy occasion](#)
    - [A boy learning – not a happy occasion!](#)
    - [A man and boy \(father and son?\) holding hands](#)
    - [A little boy catching a butterfly](#)
  - iii. What ideas do you get about medieval childhood from these pictures? How are the children dressed? Who accompanies them? Are their activities the same as or different from those of the adults around them?

#### IV. Conclusion (5 minutes)