

Medieval Latin Club, meeting 7d (1 hour)

I. Vocab/Etymology (15 minutes):

A. Latin root: fortis “strong, brave”

- fortitude, fortification, fortify, fortis
- Ask students to brainstorm derivatives.

B. Affixes in English words:

- i. Review the definitions of prefix, suffix, and root as needed.
- ii. Review affixes from 7a, 7b, and 7c.
- 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. Word search with clues based on English and Spanish cognates
- ii. Identify vocab words from Medieval manuscripts (handout found on Bartholomew’s World website). Have students translate the word they identify and offer one derivative.

II. Grammar (20 minutes):

A. Review grammar concepts from previous lesson:

- i. Review the third declension noun endings. Put up a paradigm on the board.

B. Translate the Latin passage from the chapter. Have students read the Latin aloud and then translate.

C. New grammar concepts:

- i. Ask students to note each time an infinitive is used to complement the main verb. Make a list of the constructions on the board (i.e. parant + infinitive + accusative object of the infinitive).
- ii. Ask students to note when an appositive construction is used (if necessary, review the meaning of this term).
- iii. Ask students to note any use of the vocative case.

III. Medieval World (20 minutes): Social Roles: Other roles: making a living outside the fields

A. Merchants and traders: Merchants were outside the feudal agricultural system, but the trade they managed within that system, and the goods they brought from outside it, made them a very important part of the medieval economy. As time went on, large market towns developed, and gave rise to an alternative social structure to the feudal system of the manor. These commercial ventures created a need for a currency that could be widely exchanged, and to associated occupations like moneylending. These profitable occupations were sometimes frowned on by the Church, which warned against greed and avarice.

- i. [Merchants](#): These merchants are illustrating the Biblical story of the expulsion of traders from the Temple, but their clothes and appearance are clues to the actual appearance of medieval merchants.
- ii. [Moneylenders](#) illustrating the principles of avarice and generosity.
- iii. [Townsperson](#) having a discussion with the king.

B. Women's occupations:

Medieval women participated in some of the same activities as men. Poor women might perform some of the same farming and cultivation tasks as men, while women living in convents could aspire to some of the same scholarly work as male monks. They also had tasks of their own. Women of all walks of life would learn as children to spin wool into yarn and to weave cloth on looms. Even the mistress of a wealthy house would contribute to the house's economy by making cloth. A wealthy woman would have servants, many of them female, to help her, both in household tasks and raising children – think back to the lesson on taking care of infants, where the wet-nurse plays an important role.

- i. Adam and Eve farming and spinning: [12th century](#), [another 12th century manuscript](#)
- ii. [Mary learning to weave](#)

C. Activity: Study [this beautiful picture](#) which shows various activities of medieval people. What activities do you see represented? Are there activities and professions we have discussed that you do not see here?

IV. Conclusion (5 minutes)