

Anatomy

This lesson introduces the terms in Latin for several parts of the body. The students will become familiar with these terms through a series of activities in which they label the body parts on pictures and representations of people.

Objective

- To learn the Latin terms for parts of the body.

Materials

- posterboard
- cardstock
- adhesive magnets
- scissors
- glue sticks
- “Joe Body Parts” handout
- transparencies
- markers
- adhesive Velcro dots
- butcher paper
- white paper
- coloring supplies
- “Body Parts of Augustus” worksheet
- overhead projector

Materials

auris – ear
caput – head
femur – leg
manus – hand
oculus – eye
pectus – chest
umerus – shoulder

bracchium – arm
digitus – finger/toe
genu – knee
nāsus – nose
ōs – mouth
pēs – foot

Preparation

1. Decorate and illustrate a poster to display this quotation slightly adapted from the *Metamorphoses* by Ovid: *in rāmōs bracchia crescunt, pēs radicibus haeret, ōra cacūmen habet.*
2. Download the large copy of “Joe Body Parts” from the companion website and print the shapes onto cardstock paper. Cut out the shapes and assemble the body. Using the adhesive Velcro dots, attach the pieces labeled *oculus*, *nāsus*, and *ōs* to the *caput* in their appropriate spots and one *genu* to each *femur*. Then detach the pieces from each other, leaving the opposite sides of the Velcro dots in place. Place an adhesive magnet on the reverse of the remaining pieces, as well as the pieces labeled *caput* and *femur*.
3. Cut the butcher paper into sheets about five feet long. You will need one sheet of butcher paper per 3-4 students.
4. Copy the “Body Parts Chant” onto a transparency.

Procedure

1. Begin the lesson by showing the students the poster with the Ovid quotation. Explain what the *Metamorphoses* were. Translate the quotation for the class: “her arms are growing into branches, her feet are sticking to the ground like roots, and the top of the tree has her face.” Ask the students what they think is happening in this quotation. Briefly tell the myth of Daphne and show them how, in the quotation, each of her body parts turned into a different part of the laurel tree. Show the students some derivatives from these Latin words. Explain that the students today will learn about the Latin names for the parts of the body, like the parts of Daphne’s body that Ovid described.



2. Hand out each of the large pieces of Joe Body Parts to the students so that each student has at least one piece. Invite one student at a time to the board to piece the body together. It may be helpful to begin with the students who have the larger pieces (*caput* and *pectus*) and then build the body off of those pieces. Help the students figure out where each body part belongs in the diagram. As each body piece is placed on the board, pronounce the Latin word out loud and have the students repeat it.
3. When Joe Body Parts has been assembled on the board, give the students scissors and the “Joe Body Parts” handout. Instruct them to cut out the individual pieces of Joe Body Parts and assemble him using the diagram on the board as an example. When the students have correctly assembled him, provide them with the white paper and glue sticks and instruct them to glue the pieces down on the paper.
4. Display the “Body Parts Chant” transparency on the overhead. Chant it slowly with the students, and do the action associated with each body part as you say its name: *caput. caput oculus. caput oculus auris*, etc. As the students become more comfortable with the chant, increase the speed to see how fast the class can chant the words together while pointing to the body parts.
5. Hand out the copies of the “Body Parts of Augustus” worksheet. Have the students label his body parts using the word bank at the bottom of the worksheet.
6. Divide the students into small groups and give each group a set of coloring supplies and one sheet of butcher paper. Help each group tape their paper to the floor so that it does not move around. Instruct each group to choose one student to lay down on the butcher paper and a second student to trace the outline of the first student’s body.
7. Ask each group to use their coloring supplies to decorate their outline like a television, movie, or cartoon character. When they are finished, they should label every body part that they have learned during the lesson.
8. Have each group present their drawing to the class. Display the drawings around the classroom by taping them to the walls.

Discussion

- Name the parts of your face in Latin.
- Using your knowledge of the Latin terms for body parts, what would you use to operate a machine manually?

Background Information

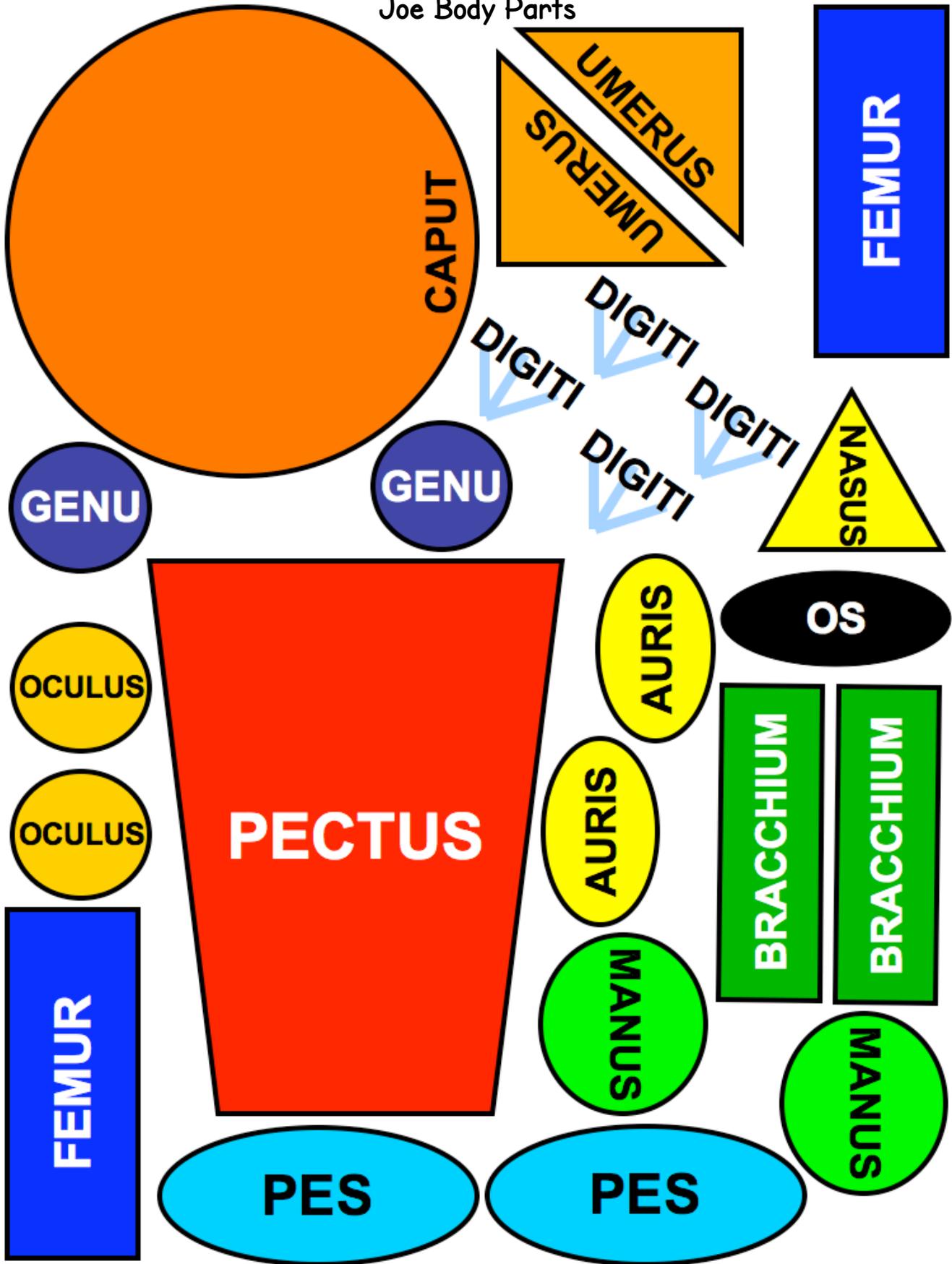
Ovid was a Roman poet who wrote in the late first century BC and the early first century AD. One of his most famous works is the *Metamorphoses*, an epic poem that was 15 books long. The *Metamorphoses* is a collection of several stories from Classical mythology about transformations. This lesson’s daily quotation comes is adapted from *Metamorphoses* 1.550-2, during his retelling of the story about Daphne. Daphne was a nymph, and one day Apollo fell in love with her. However, Daphne resisted Apollo’s advances and fled. When he pursued her, she prayed to her father, who was a river god, for help. Her father answered her prayer by turning her into a laurel tree. Although Apollo was disappointed, he decided to adopt the laurel tree as his favorite tree. (This is why successful Roman generals wore wreaths of laurel to celebrate their victories.)

The Latin word *digitus* primarily refers to fingers, but may also describe toes. The word may derive from the ability of fingers to grasp or receive (Greek *dechomai*). However, the word comes to describe the digits on the feet as well, especially in animals that have no hands or fingers. This lesson uses the Latin word in both senses.

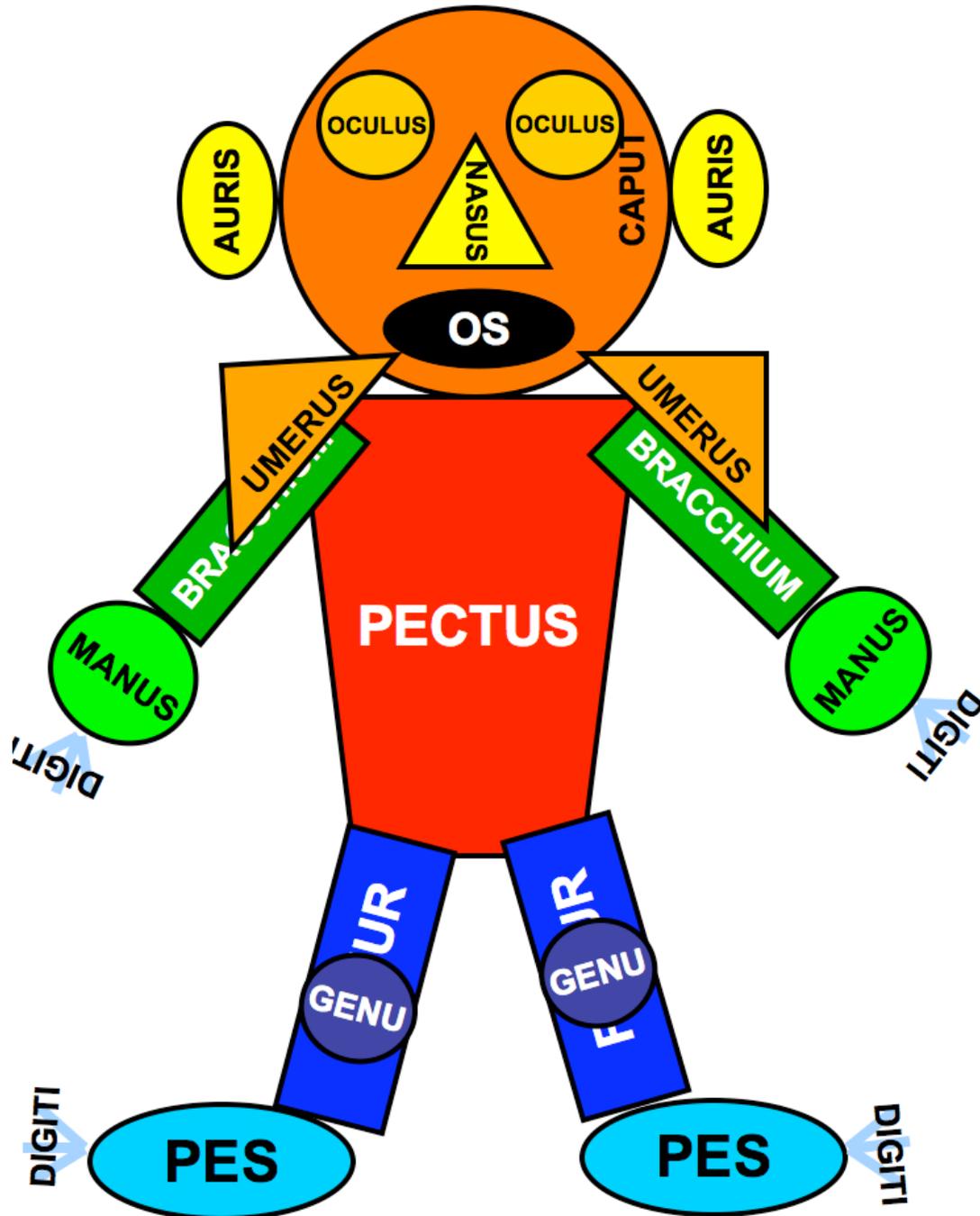
The activity “Joe Body Parts” is adapted from a similar activity presented by Susan Senechal.



Joe Body Parts



Joe Body Parts - Answer Key



Body Parts Chant

adapted from Susan Senechal

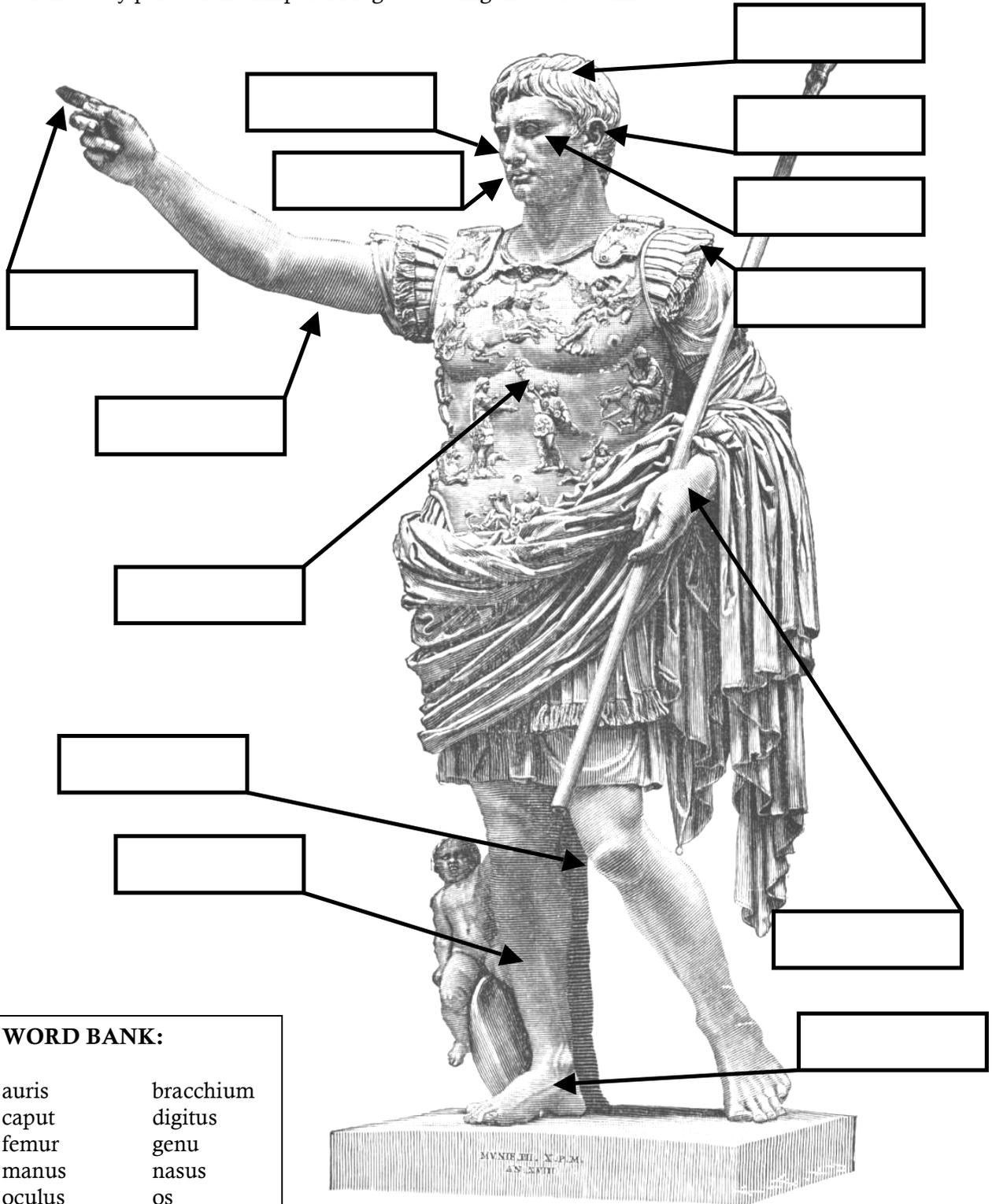
Perform the actions as you chant!

caput	touch head
oculus	blink eyes
auris	wiggle ears
nasus	sniff 3 times
os	bite 3 times
umerus	shrug shoulders
pectus	beat chest
bracchium	flap arms
manus	clap
digitus	wiggle fingers
femur	touch leg
genu	touch knee
pedes	stomp feet



Body Parts of Augustus

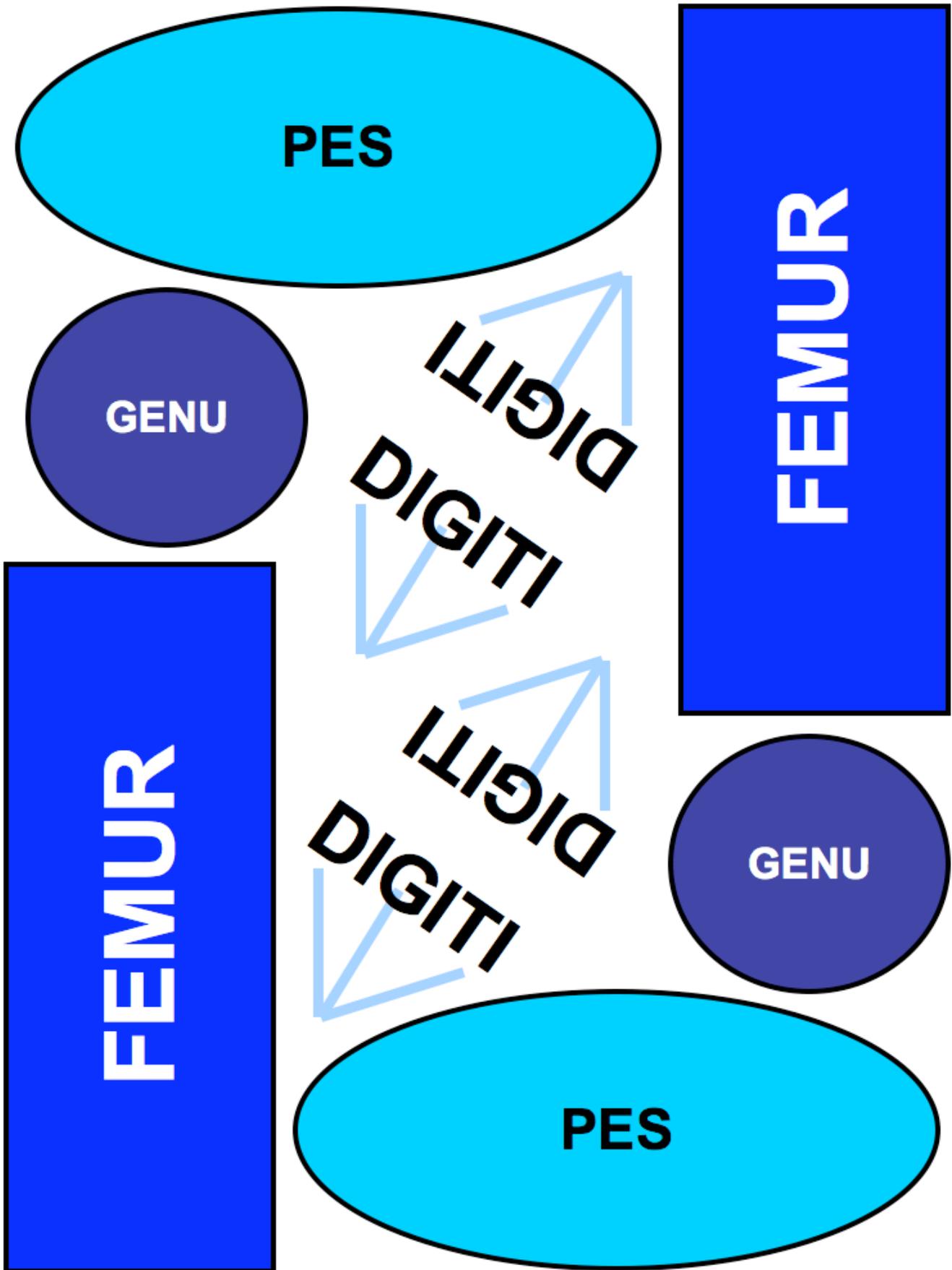
Label the body parts of the Emperor Augustus using the word bank below!



WORD BANK:

auris	bracchium
caput	digitus
femur	genu
manus	nasus
oculus	os
pectus	pes
umerus	





PECTUS



MANUS

UMERUS
UMERUS

MANUS

NASUS

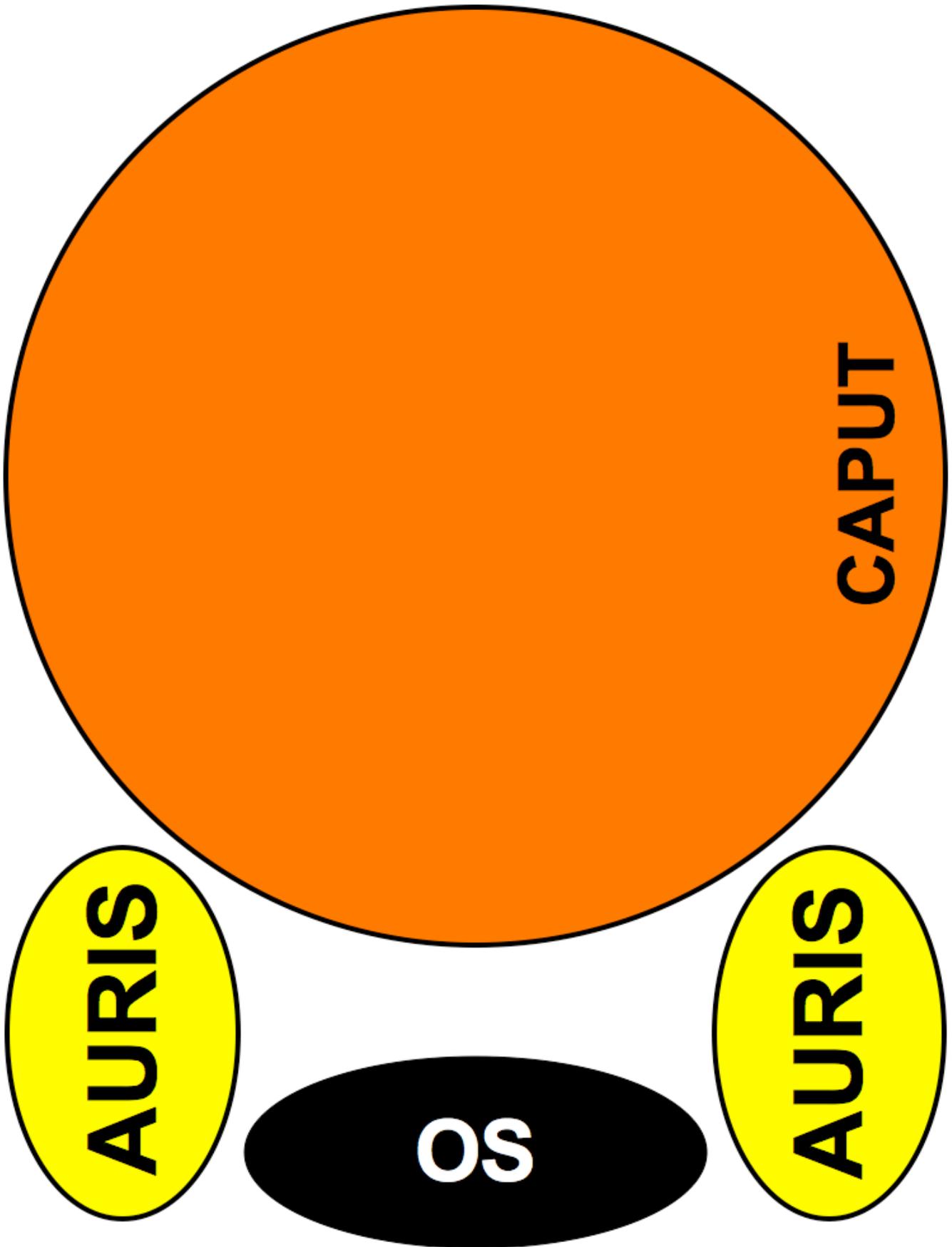
OCULUS

BRACCHIUM

OCULUS

BRACCHIUM





Simple Commands

Through this lesson, students will explore how to express several simple actions in Latin by learning these words in the form of commands. They will practice this knowledge by playing a game similar to “Simon Says.” If you have taught the lessons on members of the family and parts of the body, this activity may be used to review the vocabulary from those lessons.

Objective

- To learn basic verbs in Latin.
- To review the Latin words for members of the family and parts of the body.

Materials

- name tags
- markers

Preparation

1. Download the “Simple Commands” cards from the companion website to this volume. Print the cards and cut them out to create flashcards.
2. On the nametags, write the Latin words for the names of the family (e.g., *avus*, *avia*, *pater*, *māter*, *filius*, and *filia*). Each student in the class will need one name tag.

Procedure

1. Introduce the idea of a command in English. Verbally demonstrate for the students the difference between a command and other types of verbs. For example, show the difference between the verb in “my mother woke me up this morning” and the command that she might have used: “wake up, John!”
2. Show each of the “Latin Commands” flashcards to the students to help teach them the meaning of each command. Invite them to guess the action based on the picture on the card. Once they know the meaning of the command, have the students perform the command.
3. Pass out the name tags to the students so that at least one student per position in the family, and have them divide themselves into groups according to their position in the family.
4. Play *Simon Dicit* (like “Simon Says”) with the students using the commands that they have learned. Refer to the “*Simon Dicit* Instructions” for the parts and options of each command. Address each command to a specific member of the family, and use the word *tangite* to review parts of the body. For example, if you say “*Simon dicit, ‘patrēs, tangite tuōs oculōs,’*” then only the students who are wearing *pater* name tags should touch their eyes. Have the students swap name tags so that they can hear the singular and plural forms of each of the members of the family.

Discussion

- What is the difference between the Latin commands *sedē* and *sedēte*?

Background Information

The following page shows the differences between giving a command to one person (singular) and to multiple people (plural). Note that the plural command, which is used when speaking to more than one person, is formed by adding *-te* to the singular command. If you have taught the “Greetings and Conversations” lesson, the students may realize that this rule is similar to the difference between *salvē* and *salvēte*. Also note the differences between singular and plural forms of the nouns. (In this situation, the singular forms of *avus* and *filius* act irregularly – *avus* becomes *ave* and *filius* becomes *fīlī*.)



Simon Dicit Instructions

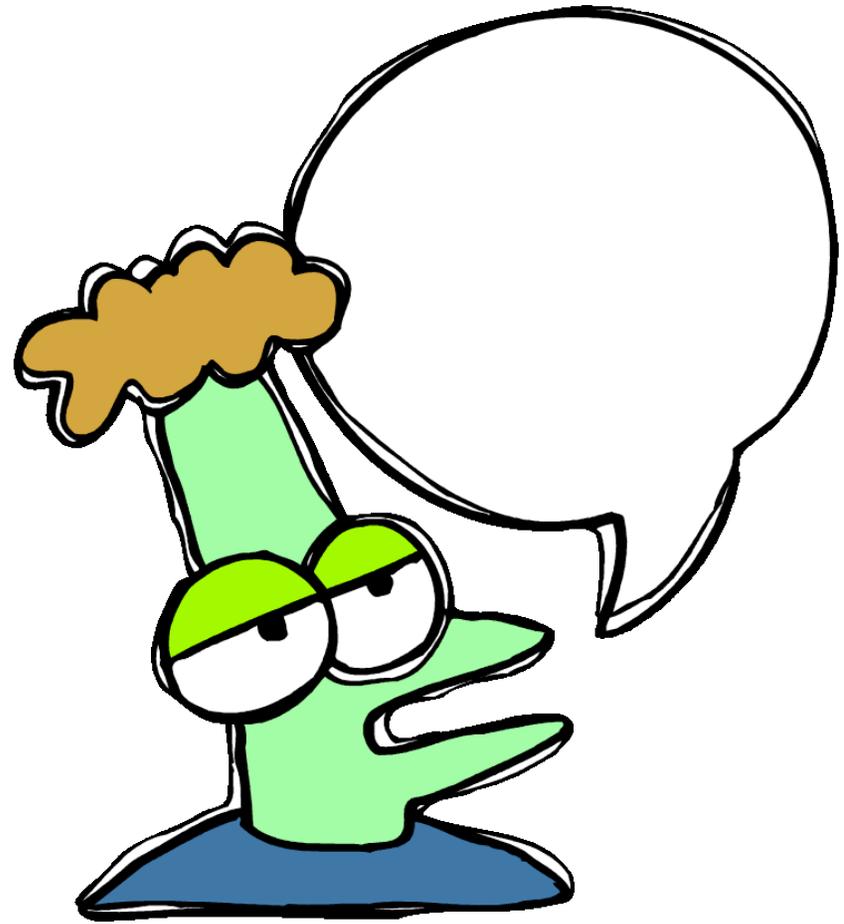
Simon dicit...

<i>Singular (One Person)</i>		<i>Plural (Multiple People)</i>	
ave...	(grandfather)	avī...	(grandfathers)
avia...	(grandmother)	aviae...	(grandmothers)
pater...	(father)	patrēs...	(fathers)
māter...	(mother)	mātrēs...	(mothers)
fīlī...	(brother)	fīlī...	(brothers)
fīlia...	(sister)	fīliae...	(sisters)
ambulā.	(walk)	ambulāte.	(walk)
aperī iānuam.	(open the door)	aperīte iānuam.	(open the door)
claudē iānuam.	(close the door)	claudite iānuam.	(close the door)
dīc.	(speak)	dicite.	(speak)
plaudē.	(clap)	plaudite.	(clap)
salī.	(jump)	salīte.	(jump)
sedē.	(sit)	sedēte.	(sit)
sistē.	(stop)	sistite.	(stop)
surge.	(stand up)	surgite.	(stand up)
tace.	(be quiet)	tacite.	(be quiet)
tange...	(touch)	tangite...	(touch)
tuōs pedēs.	(your feet)	tuōs pedēs.	(your feet)
tuum genu.	(your knee)	tua genua.	(your knees)
tua femora.	(your legs)	tua femora.	(your legs)
tuum pectus.	(your chest)	tua pectora.	(your chests)
tuōs umerōs.	(your shoulders)	tuōs umerōs.	(your shoulders)
tuum nāsū.	(your nose)	tuōs nāsōs.	(your noses)
tuōs oculōs.	(your eyes)	tuōs oculōs.	(your eyes)
tuum caput.	(your head)	tua capita.	(your heads)
tuās aurēs.	(your ears)	tuās aurēs.	(your ears)
tuum ōs.	(your mouth)	tua ōra.	(your mouths)





ambulā



dīc





aperī iānuam



claude iānuam





plau^de



salī



– Simple Commands –

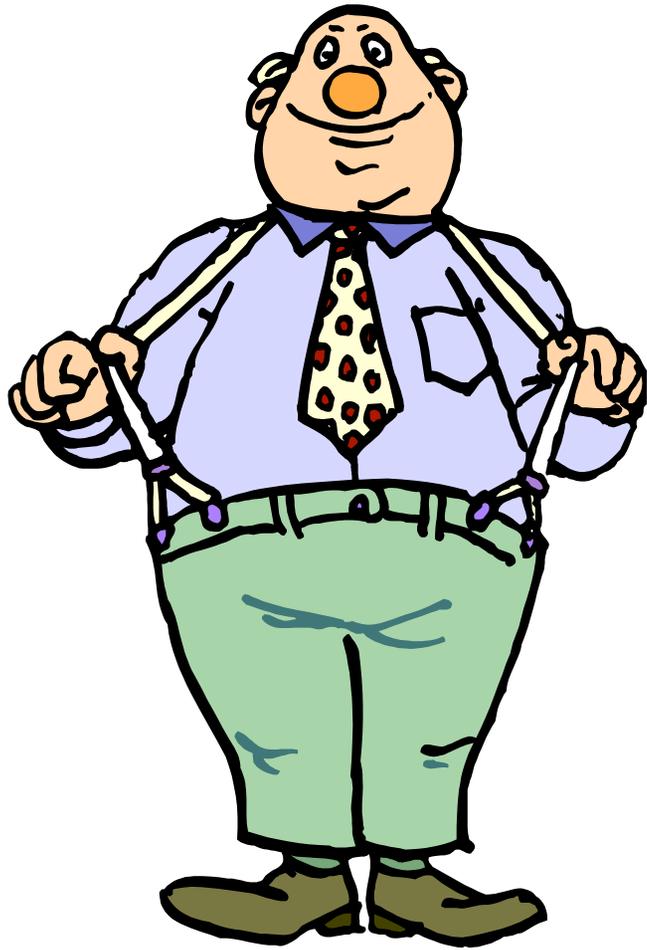


sedē



siste





surge



tace





tange

