

## Emotions

This lesson teaches students words for common emotions and expressions in Latin and allows them to explore how the idea of gender is expressed in Latin. It also helps them relate to the poetry of ancient authors by establishing similarities between expressions of emotion in modern and ancient societies.

### Objective

- To learn how to express emotions in Latin.

### Materials

- index cards (4" x 6")
- coloring supplies
- nametag stickers
- glue (sticks)
- magazines
- "Emotions" flashcards
- poster
- scissors
- construction paper
- stereo (or iPod with speakers)
- "Motus Animi" handout
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### Key Vocabulary

*confūsus* – confused  
*dēfessus* – tired  
*est* – he/she is  
*fortis* – brave  
*gravis* – dignified  
*infirmus* – sick  
*invidus* – jealous

*iratus* – angry  
*laetus* – happy  
*lascīvus* – mischievous  
*mirātus* – amazed  
*sum* – I am  
*territus* – scared  
*tristis* – sad

### Preparation

1. Decorate and illustrate a poster to display this quotation from Catullus 85: *ōdī et amō*.
2. Cut out the "Emotions" flashcards (available from the companion website).
3. Write the Latin words for each emotion on the nametag stickers. Make one for each student.
4. Pick out twelve pieces of construction paper, of several different colors. Write one emotion in Latin at the top of each page.
5. Choose about ten songs to demonstrate the twelve emotions taught in this lesson and prepare to play them in class.

### Procedure

1. Begin the lesson by showing the students the poster with the Catullus quotation. Explain who Catullus was and what he wrote. Translate the quotation for the class: "I hate and I love." Ask the students what they think this quote can tell us about Catullus' emotional state at the time. Explain that although Romans like Catullus lived thousands of years ago, they still underwent many of the same emotions that we experience today. Show the students some derivatives from these words.
2. Ask students if they can identify what emotions are, and ask for some examples in English. Explain to the class that they will be learning about emotions. Teach them the Latin term for emotion, *mōtūs animī* ("motions of the mind"). Discuss why the Romans called emotions "motions of the mind." For example, emotions are not constant: a person's feelings are always changing and in motion.



3. Present the flashcards and have the students repeat the Latin word on each sign to make the connection between the Latin word and the expression. Showing them the pictures on the flashcards, tell hypothetical stories that would induce each emotion for the students to help them guess the meaning of each Latin word. For example, “you woke up on a Monday morning to find snow all over the ground and the radio told you that school was cancelled for the day. How would you feel?”
4. As you progress through the flashcards, help students understand the different endings for the different genders of each word. (See background information below for details.) Show them how the masculine (-us) words can be changed into feminine (-a) words, and how some emotions (those that end in -is) may describe both genders. Give examples, like “John *est laetus*, sed Julie *est laeta*.”
5. After you teach an emotion, give its flashcard to a student. The student must hold the card and portray that emotion while you discuss the remaining emotions.
6. When you have finished teaching all the emotions, have one student state in Latin and English the emotion that he is portraying, and make sure each student uses the correct gender of the emotion. For example, a male student holding the *laetus* card should say “*sum laetus*, I am happy.” The person next to him must then state the first person’s emotion (“*est laetus*, he is happy”) and then his own (“*sum fortis*, I am bold”). Continue around the circle in this manner. The last person must describe everyone else’s emotions in addition to his own.
7. To review the words for the different emotions, place a nametag sticker on each student’s back. Then ask the students to help each other figure out what emotion is written on their nametag. The students must be able to recognize the Latin word on their classmates’ backs and demonstrate that emotion to them without talking.
8. Instruct the students to sit down when they think they have determined what emotion is on their back. When everyone is sitting down, have each student tell you what emotion he thinks he has: check their answers and correct them if needed.
9. Distribute the “*Motus Animī*” handout so that they can use it as a reference it during the next activity.
10. Place several magazines at each table. Instruct each student to look for pictures in the magazines that correspond to the Latin emotions. When a student finds a picture, he must look at the emotion list, determine which emotion his picture is, announce to the class what he has found, and glue it onto the piece of construction paper designated for that emotion. Post all the pages on the wall in the classroom to create one large collage of emotions!

### Discussion

- How do you tell someone that you are “happy” in Latin? Remember to use the correct ending, and show your happy face!
- How is the poetry of Catullus relevant to our modern day experiences?
- What does it mean that emotions are *mōtus animī* or “motions of the mind”?

### Background Information

Catullus was a poet who wrote during the first century B.C. Most of his poetry is about love and the ups and downs of his relationship with a girlfriend named Lesbia. Catullus 85, the whole poem to which the opening quotation belongs, is very short, and you may wish to share it with your students:

*ōdī et amō. quārē id faciam, fortassē requīris.  
nesciō, sed fierī sentiō et excrucior.*

I hate and I love. Perhaps you may ask me why I do this.

I do not know, but I feel how it happens to me and I am tortured.



All of the emotions used in this lesson are adjectives, and therefore sometimes use different forms to describe each gender. Adjectives that end in *-us* describe males (“masculine”). To make these adjectives describe females (“feminine”), change the *-us* to *-a* (e.g., *iratus* becomes *irata*). Adjectives that end in *-is* can apply to either males or females (“common gender”).



### Motus Animi - Emotions



*fortis*  
brave



*tristis*  
sad



*infirmus*  
sick



*defessus*  
sleepy



*miratus*  
amazed



*iratus*  
mad



*gravis*  
dignified



*confusus*  
confused



*laetus*  
happy



*invidus*  
jealous



*terrirus*  
scared



*lascivus*  
mischievous





