



ASCANIUS

The Youth Classics Institute

ACTIVITATES LIBERIS LEAP INTO LATIN

FIFTEENTH ANNIVERSARY EDITION

*A Collection of Studies and Lessons
on Latin Language and Literature
for the Elementary School Classroom*

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Companion materials available at:

www.ascaniusyci.org/companion/latin



Introduction and Notes

Over the past fourteen years, Ascanius: the Youth Classics Institute (formerly known as the Augusta County Institute for Classical Studies) has hosted dozens of summer programs in order to introduce elementary school students to the Classical world. For every LatinSummer – our flagship summer enrichment program – new curricula have been designed by both faculty and staff members in the areas of Mythology, Art, Roman Culture, Latin, and Greek. At long last, these curricula have been combined and edited into thematic volumes, so that they will be available to anyone who wishes to bring the Classics into their classroom. See our website, www.ascaniusyci.org for more details about our popular LatinSummer program.

Leap into Latin has long been a work in progress, encompassing a plethora of lessons on the Latin Language: conversational activities, vocabulary units, composition exercises, and explorations of literature. If you are looking for activities in an exploratory Latin unit, you can create a standalone unit by selecting your activities from these lessons. On the other hand, these lessons can also provide fun supplemental activities to go along with your introductory Latin textbook – at the elementary, middle, or high school levels.

Each lesson unit includes several different activities, organized into three stages: introduction, initial exploration, and practice. Accordingly, each lesson includes several different activities that teach and reinforce the new concepts and vocabulary. As the instructor, you can choose to do every activity in the lesson, spread the activities out over multiple days, or pick certain elements from the lesson unit to use in class. Let this be a springboard for your own ideas!

Learning Latin, like any language, is about developing a skill. It takes practice to master it, and the most rewarding moments come when students realize how to use what they have learned. Keep practicing and reviewing with the students, and they will catch on! The more they interact with the new vocabulary, the easier it will become for them to pronounce Latin words, understand Latin sentences, and identify English words derived from Latin.

There are several new features to this edition:

- A Companion Site with extra materials and slideshows. Materials, such as slideshows and recordings, that are not able to be included in the print volume have been made available on the Companion Site (www.ascaniusyci.org/companion/latin). Additionally, any materials that should be printed in color or on cardstock have been included on the Companion Site so that you can download them and print them on your own printer.
- Daily quotations from Roman authors to jump start the vocabulary units. Translations have been provided for each quotation within each lesson. Make a poster of this quotation to share with your students, or access them in the slideshows available on the Companion Site (www.ascaniusyci.org/companion/latin).
- Lists of key vocabulary words for each lesson. Any vocabulary that the students will be asked to learn have been collected into these lists. All vocabulary for all Latin words used in these lessons can be found in the glossary.
- Flashcards and card games. Each vocabulary lesson is accompanied by illustrated cards, in Latin and English, for use in various card games (see Part IV of this volume). Online Quizlet flashcard sets are also available for each of the vocabulary lessons. Both resources can be accessed online through the Companion Site (www.ascaniusyci.org/companion/latin).



- Background information for most cultural lessons, to provide you with a working knowledge of the relevant elements of Roman culture before you begin the lesson. If you are looking for more information, consult the resources in the Selected Bibliography and Further Reading.
- Discussion questions at the end of each lesson. Traditionally, these have been sent home with students to review and discuss what they have learned with their families. These may also be assigned as written homework, or they may be used to guide discussion during class.
- Recordings of all Latin words, phrases, and text in the volume. These can be a good resource if you are unsure of how to pronounce Latin. They are also particularly useful so that students can have the experience of listening to Latin as well as reading it. All recordings are available on the Companion Site (www.ascaniusyci.org/companion/latin). Special thanks to Matthew D. Webb and Nadia Ghosheh for adding their voices to my own!

I would like to thank Caitlin Campbell and our elementary school consultants, Kelly Workman and Will Gibson, for their wonderful comments and suggestions. I am grateful to Terence Tunberg for his advice on expressing arithmetic in Latin in the “Numbers” lesson. Thank you to Nadia Ghosheh, Natalie Jefferson, and Matthew D. Webb for donating images and illustrations to be included in this volume and its companion materials. I would also like to thank the LatinSummer instructors and the many staff members of The Institute whose lessons and activities have been included in this volume. In particular, I am deeply grateful to Matthew D. Webb and Suzanne Henrich: their lessons have been an incredible inspiration to me and have become a backbone for this collection. I hope that all of these ideas will help you as you *leap into Latin!*

- Kevin S. Jefferson
June 2014



Greetings and Conversations

This lesson gives students the opportunity to practice pronouncing Latin by engaging in conversation with each other in Latin. Students will learn a few stock phrases, which they will be able to use in conversation with each other throughout the entire unit. Teach this lesson after the “Introduction to Latin” or use this lesson to introduce students to the rules of Latin pronunciation.

Objectives

- To learn how to have a basic conversation in Latin.
- To identify greetings that Americans today share with the ancient Romans.

Daily Quotation (Propertius, *Elegies* 2.1)

nāvita dē ventīs, dē taurīs nārrat arātor; et numerat mīles vulnera, pastor ovēs.

“A sailor talks about the winds, a farmer talks about the bulls; a soldier counts his wounds, a shepherd counts his sheep.”

Propertius was a poet who lived in the late first century B.C. He points out that when two people – whether Roman or American – meet and speak to each other, they will talk about the things they know about from their own lives. Key derivatives: ventilation (*ventīs*), narrator (*nārrat*), numeric (*numerat*), military (*mīles*), vulnerable (*vulnera*).

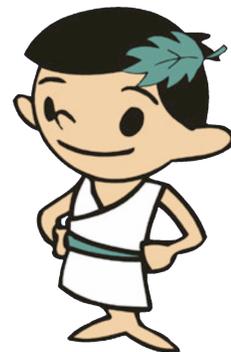
Materials

- speakers
- scissors
- tape
- glue

Key Vocabulary

agō, agis – do
annōs – years
bene – well
colloquāmur – let’s speak
est – is
fiat – okay
grātiās tibi agō – thank you
habēō, habēs – I have, you have
Latīnē – in Latin
malē – badly
magister – teacher (male)
magistra – teacher (female)
mē paenitet – I’m sorry

mihī – to me
nihil est – you’re welcome
nōmen – name
nōn – not
optimē – very well
quid – what, how
quot – how many?
salvē – hello! (to one person)
salvēte – hello! (to more than one)
satis bene – okay
tibi – to you
valē – goodbye (to one person)
valēte – goodbye (to more than one)



Supplements

Companion Site: www.ascaniusyci.org/companion/latin

1. “Greetings and Conversations” slideshow (see Companion Site).
2. “*Conlocūtīō Latīna: A Conversation in Latin*” handout (p. 10). One copy per student.
3. “Practicing Conversation” worksheet (p. 11). One copy per student.
4. “Marcus and Publius Meet” worksheet (pp. 12-13). One copy of primary handout per student; one copy of speech boxes per three students.
5. “LATIN LIVES ONLINE: Greetings Practice” *Quia* activity (see Companion Site). Using a projector and speakers, you will be able to play the activity with the students during the lesson.
6. Recordings (see Companion Site): Daily Quotation; Key Vocabulary; Sample Conversation.



Introduction to the Lesson

1. Greet the students by saying, “*salvēte discipulī. mihī nōmen est Magister/Magistra ____.*” Invite them to guess what you have said, and then translate for them: “Hello students. My name is Mr./Mrs. ____.” Explain to them that you just spoke Latin to them and that, even though Latin has not commonly been spoken since the fifth century A.D., today the class will practice speaking to each other in Latin.
2. Using the “Greetings and Conversations” slideshow, present the quotation from Propertius and translate it for them. Share some English derivatives from these words. Guide the class to realize that the Romans were just like modern people in the way they spoke to one another about things that were happening in their lives.

Exploring the Language

3. Have two students conduct a short conversation in English in front of the class, employing everyday language, just as they would if they saw each other at the store. What are the most common parts of a basic conversation in English? What are the typical responses to questions like “How are you?”
4. Use the “Greetings and Conversations” slideshow to display each part of a basic conversation. If you prefer to use the flashcards on cardstock, place them on the board so that the students can see all of the sentences that they have learned. Walk the students through the steps of a basic conversation in Latin, reading the Latin word or phrase out loud, and asking them repeat it to you. Help them out with hints so they can determine the meaning of each sentence. For example:
 - *Salvē, Salvēte.* Demonstrate the difference that the word ending creates by greeting students individually (e.g., *Salvē Jack! Salvē Sally!*), then by greeting the class as a whole (*Salvēte omnēs!*). Use the same process to demonstrate the difference between *Valē* and *Valēte*.
 - *mihī nōmen est ____.* Introduce yourself by name, emphasizing the word *nōmen* (“name”). They will easily figure out what you are saying to them. Then ask a student the corresponding question (again emphasizing the word *nōmen*): *quid est nōmen tibi?* They should be able to figure out the proper response. Ask several students this question to review.
 - *quid agis?* Translate the question for the students, but allow them to figure out the meanings of the responses on their own. Demonstrate the three responses (*optimē, bene, malē*) by using facial expressions and tone of voice. Go around the room asking several more students, repeating the three responses for them if they need prompting.
 - *quot annōs habēs?* Use derivatives to help the students recognize that *annus* means “year” (e.g. annual, anniversary). Let this guide students into understanding what the phrase means. Then show them the numbers that correspond to their ages. Teach them the proper response to this question (*____ annōs habēō*), highlighting the difference in word ending between *habēs* and *habēō*. Help them come to the general conclusion that *-ō* means “I” and *-s* means “you.”

Practicing the Language

5. Pass out the “*Conlocūtio Latīna: A Conversation in Latin*” handout, and walk around the room to have short conversations with different students and encourage the students to do the same with each other. Have pairs of students volunteer to demonstrate their conversation for the class.
6. Allow the students to practice their knowledge of these new greetings by completing the “Practicing Conversation” worksheet and the “Marcus and Publius Meet” worksheet. Students will need to use scissors and tape or glue for the “Marcus and Publius Meet” worksheet.
7. Use section II-A and II-B of the quiz activity “LATIN LIVES ONLINE: Greetings Practice” to review conversations. Listen to the sample conversation, and guide the students through the questions. If the students need further review, use sections I-A and I-B.



Discussion

- How do you say hello to someone in Latin?
- What is the difference between greeting one person and greeting many people?
- What is the Latin word for your age? How do you say in Latin, “I am ___ years old”?

Background Information

The phrase *quot annōs habēs* literally means in English, “how many years do you have?” Likewise, the phrase *habēo septem annōs* literally means “I have seven years.” See below for the Latin words for numbers. These numbers bear much resemblance to the numbers in the Romance languages, and the connections can be helpful to explore with students.

Other Romance languages express age in terms of “having years.” For example

Spanish:	<i>Cuantos años tienes?</i> “How many years do you have?”	<i>Tengo siete años.</i> “I have seven years.”
Italian:	<i>Quanti anni hai?</i> “How many years do you have?”	<i>Ho sette anni.</i> “I have seven years.”
French:	<i>Quel âge as-tu?</i> “What age do you have?”	<i>J’ai sept ans.</i> “I have seven years.”

The question *quid agis* literally means in English, “how are you doing?” Possible answers to this question include *bene* (well), *satis bene* (okay), *optimē* (very well), or *malē* (badly). Any of these answers may be negated by adding the word *nōn* (e.g., *nōn satis bene* for “not okay”). The phrase *mē paenitet* literally means in English, “it displeases me” and comes to mean “I am sorry.”

Numbers in Latin, English, and Romance Languages.

Latin	English	Spanish	French	Italian
ūnus	one	uno	un	uno
duo	two	dos	deux	due
trēs	three	tres	trois	tre
quattuor	four	cuatro	quatre	quattro
quinque	five	cinco	cinq	cinque
sex	six	seis	six	sei
septem	seven	siete	sept	sette
octō	eight	ocho	huit	otto
novem	nine	nueve	neuf	nove
decem	ten	diez	dix	dieci



Conlocūtiō Latīna A Conversation in Latin

Marcus: salvē! Hello!

Cornelia: salvē! Latīnē colloquāmur. Hello! Let's speak in Latin.

Marcus: fiat. Okay.

Cornelia: quid est nōmen tibi? What is your name?

Marcus: mihī nōmen est Marcus. My name is Marcus.

Cornelia: mihī nōmen est Cornēlia. My name is Cornelia.

Marcus: quot annōs habēs? How old are you?

Cornelia: habeō septem annōs. I am seven years old.

Marcus: habeō octō annōs. I am eight years old.

Cornelia: quid agis, Marce? How are you, Marcus?

Marcus: satis bene. quid agis, Cornēlia? I'm okay. How are you, Cornelia?

Cornelia: nōn satis bene. I'm not so well.

Marcus: mē paenitet. I'm sorry.

Cornelia: grātiās tibi agō. Thank you.

Marcus: nihil est. You're welcome.

Cornelia: valē, Marce. Goodbye, Marcus.

Marcus: valē, Cornēlia. Goodbye, Cornelia.



Practicing Conversation

Please match the following Latin greetings with their English meanings. In each blank, place the letter of the English meaning that corresponds to the Latin.

<u>Latin Greeting</u>	<u>English Meaning</u>
valē. _____	A. You're welcome.
quot annōs habēs? _____	B. How are you?
bene. _____	C. I am seven years old.
nihil est. _____	D. What is your name?
habeō septem annōs. _____	E. Let's speak in Latin.
nōn satis bene. _____	F. Well.
grātiās tibī agō. _____	G. Hello!
fiat. _____	H. My name is Marcus.
quid agis? _____	I. Okay.
Latīnē colloquāmur. _____	J. Not too well.
optimē! _____	K. I'm sorry.
mihī nōmen est Marcus. _____	L. Badly.
mē paenitet. _____	M. Thank you.
satis bene. _____	N. Very well!
malē. _____	O. How old are you?
salvē! _____	P. All right.
quid est nōmen tibī? _____	Q. Goodbye!



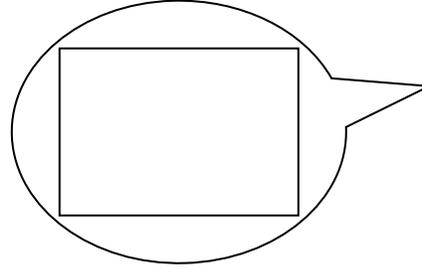
Speech Bubbles: Marcus and Publius Meet

Cut out the speech boxes your teacher gives you and paste them on the appropriate spaces in the dialogue below.

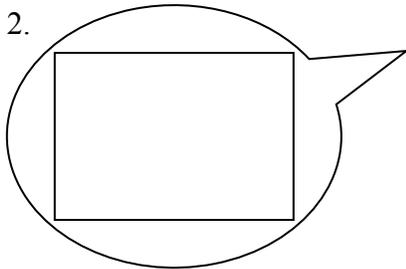
1.



Salvē!



2.



Marcus.

3.



Mihī _____, Marce.
Mihī _____ est Publius.



Mihī
placet.

4.



Bene,
et tū?



5.



_____, grātiās.



Valē!

Quid agis?

Optimē

Salvē!

placet

nōmen

Quid est
nōmen
tibī?**Marcus and Publius Meet****Instructions:***Cut out these speech boxes and
paste them on the appropriate spaces in the dialogue.*

Valē!

Quid agis?

Optimē

Salvē!

placet

nōmen

Quid est
nōmen
tibī?**Marcus and Publius Meet****Instructions:***Cut out these speech boxes and
paste them on the appropriate spaces in the dialogue.*

Valē!

Quid agis?

Optimē

Salvē!

placet

nōmen

Quid est
nōmen
tibī?**Marcus and Publius Meet****Instructions:***Cut out these speech boxes and
paste them on the appropriate spaces in the dialogue.*

Colors

This lesson provides for a new setting for the students to practice earlier vocabulary. After learning the words for colors in Latin, students are often eager to use them to describe what they see around them. These activities are best placed after at least one other lesson in which the students learn nouns: particularly Items in the Classroom (p. 18), Foods (p. 73), and Animals (p. 79).

Objectives

- To learn the Latin words for the colors.
- To explore the way that Latin adjectives change their ending depending on gender.
- To review vocabulary from previous lessons.

Daily Quotation (adapted from Ovid, *Metamorphōsēs* 11.589-591)

induitur vēlāmina mille colōrum Īris et arquātō caelum curvāmine signat ad nūbēs.

“Iris put on her garments of a thousand colors and marks the sky with a bow-shaped curve towards the clouds.”

Ovid (known in Latin as *Publius Ovidius Nāsō*) lived in the first century B.C. and wrote the *Metamorphoses*, a poem including many mythological stories. Here, he describes Iris, the goddess of the rainbow. Key derivatives: millenium (*mille*), color (*colōrum*), celestial (*caelum*), curve (*curvāmine*) sign (*signat*).

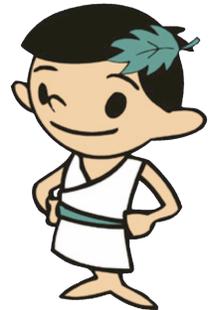
Materials

- scissors
- construction paper
- blank paper
- coloring utensils

Key Vocabulary

albus, alba, album – white
āter, ātra, ātrum – black
caeruleus, -a, -um – blue
cānus, cāna, cānum – gray
est, sunt – is, are
flāvus, flāva, flāvum – yellow

fulvus, fulva, fulvum – brown
lūteus, lūtea, lūteum – orange
prasinus, prasina, prasinum – green
purpureus, purpurea, purpureum – purple
rosāceus, rosācea, rosāceum – pink
ruber, rubra, rubrum – red



Supplements

Companion Site: www.ascaniusyci.org/companion/latin

1. “Latin Colors” PowerPoint slideshow (see Companion Site).
2. Recordings (see Companion Site): Key Vocabulary; Daily Quotation; colors song.
3. OPTIONAL: “Colors Song” handout (p. 87). This song can be seen in the last slide of the slideshow, but it may help students to see the lyrics on paper as well.
4. OPTIONAL: “Colors Flashcards” (see Companion Site). Colored construction paper works well for this lesson; otherwise you can print these “Colors Flashcards” in color ink.

Preparation

Using colored construction paper, make a set of color flashcards for each student using the colors listed in the Key Vocabulary. Cut each piece of construction paper into four pieces so that each flashcard is a quarter page. The students will need to have enough room on each flashcard to write the Latin word for the color. (As an alternative, see the Companion Site for flashcards that can be printed out in color.)



Introduction to the Lesson

1. Share the daily quotation from Ovid's *Metamorphōsēs* with the students and translate it for them. Help the students to English derivatives from the quotation. Encourage them to visualize the scene that Ovid describes, and guide them to the conclusion that Iris was the goddess of the rainbow.

Exploring the Language

2. Using the “Latin Colors” slideshow, introduce the students to the Latin words for the colors. Each color includes an example sentence that describes a vocabulary word contained in other lessons from this volume. As you advance through each color, have the class repeat the color out loud and write the name of the color on their personal set of flashcards. Throughout the presentation, draw their attention to how the colors change their endings to match the object being described.
3. For two to three minutes, have the students quiz each other using their personal sets of flashcards.
4. Using the slideshow or the “Colors Song” handouts, sing the song with the students and use it to review the colors they have just learned.

Practicing the Language

5. Conduct a flashcard relay competition. Split the class into teams of four to five students each, and have each team stand (or sit) in a straight line. Give an unlabeled set of colors flashcards to the first student in the line. To begin the relay, this first student should pick up a card, turn to the second student, say the Latin name for its color out loud, and hand off the flashcard to the second student. The second student should turn to the third student, say the Latin name for its color, and pass the card along in the same fashion. The winning team is the first one to finish passing all of the colors cards to the last person in the line.
6. Play a modified version of “I Spy” with the entire class as a practice for listening to the names for the colors in Latin. Say in Latin to the class, for example: “*Invenite aliquid rubrum*” or “*Invenite aliquid purpureum.*” (In English: “Find something red,” “Find something purple.”) When they hear you say the color, they should find something of that particular color, and hold it up or point to it. Repeat the phrase four times total; on the fourth time, hold up a color flashcard as a cue to any students who need a reminder.
7. Have the students write and illustrate a Latin sentence or series of Latin sentences. Each sentence should use another vocabulary word (depends on the previous lessons taught: e.g. items in the classroom, animals, food) the verb *est* or *sunt*, and a color word. Before they begin, write your own sentence to demonstrate how the endings of the noun and color word should match, so that they may emulate your sentence.
8. Display the students’ artwork to create a rainbow in your own classroom!

Discussion

- In ancient mythology, what was the job of Iris?
- How many items in your bedroom can you describe using the Latin words for colors?
- Why do the endings of the color words sometimes change?



Background Information

Nouns in Latin all have a gender: masculine, feminine, or neuter. These categories often have nothing to do with the male-female-thing distinction we naturally think of. For example, *puer* (boy), *cāseus* (cheese), and *porcus* (pig) are all masculine nouns.

All of the colors used in this lesson are adjectives, and therefore sometimes use different forms to describe nouns of each gender. Adjectives that end in *-us* or *-er* describe nouns of masculine gender. To make these adjectives describe nouns of feminine gender, change the *-us* to *-a* (e.g., *prasinus* becomes *prasina*). To describe neuter nouns, the ending becomes *-um*. Refer to the Key Vocabulary above to see these adjectives in all three forms.

To tell whether a noun is masculine, feminine, or neuter, refer to the glossary at the end of this volume. Look next to each noun to see a (m.), (f.), or (n.).



Colors Song

to the tune of "Twinkle Twinkle Little Star"
adapted from LatinTeach

Flāvus yellow, **ruber** red,

prasinus is green, I said.

Āter black, **albus** white,

lūteus orange that's right.

Blue is now **caeruleus**

purple is **purpureus**.

