

MARCUS ET JULIA

VITA ET LINGUA ROMANA ANTIQUA ANCIENT ROMAN LIFE AND LANGUAGE

TEACHER'S GUIDE

A Humanistic Approach to Latin, Level I, for Elementary School Children

Adapted, Expanded and Rewritten From
How the Romans Lived and Spoke (Romani Viventes et Dicentes)

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The School District of Philadelphia

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LECTIO XIX

**Lesson Objectives:**

1. To identify terms associated with a Roman family.
2. To name and describe two members of a typical Roman family (a boy and a girl).

Activities: V.C. #1, 2

1. Tell the students that in this Unit they are going to meet the members of a typical ancient Roman family. Today they will be introduced to Marcus and Julia, a Roman boy and girl, who lived almost 2000 years ago.

Marcus est. Quis est? Marcus est.	This is Marcus. Who is this? This is Marcus.
Marcus est puer. Quis est Marcus? Marcus est puer.	Marcus is a boy. Who is Marcus? Marcus is a boy.

2. Hold up the picture of a Roman boy (V.C. # 1), and teach the dialogues above. Point to the boy and say Marcus est. Ask the question Quis est? while pointing to the picture. Pretend to be a student and answer Marcus est. Ask the question Quis est? again and elicit the answer Marcus est several times. (See the *Introduction* for how to teach these dialogues with the expressions: audite, repetite, repete, respondete, responde, and Quo modo Anglice/Latine dicitur?)

Point to the picture again and say Marcus est puer. While going around the room touch several boys on the head and say "Puer" each time. Then ask everyone in the class who is a puer to raise his hand. Then ask the question Quis est Marcus? Pretend to be a student and answer Marcus est puer. Ask the question again and elicit the answer from students several times.

Julia est. Quis est? Julia est.	This is Julia. Who is this? This is Julia.
Julia est puella. Quis est Julia? Julia est puella.	Julia is a girl. Who is Julia? Julia is a girl.

3. Show the class a picture of a Roman girl (V.C. #2) and teach the two dialogues above. Point to the picture of the Roman girl and say Julia est. Ask the question Quis est? while pointing to the picture. Pretend to be a student and give the answer Julia est. Ask the question Quis est? several times and elicit from several students the answer Julia est.

Point to the picture again and say Julia est puella. Go around the room again, touching girls on the head and saying puella. Then ask everyone who is a puella to raise her hand. Then ask the question Quis est Julia? Pretend to be a student and give the answer Julia est puella. Ask the question again and elicit the answer from students several times.

4. Using the pictures ask the following questions for review:

Quis est? Quis est Marcus?	(While pointing to the picture of a boy.)
Quis est? Quis est Julia?	(While pointing to the picture of a girl.)

LECTIO XX



Lesson Objectives:

1. To identify terms associated with a Roman family.
2. To name and describe two more members of a typical Roman family (the mother and the father).

Activities: V.C. #3, 4

1. Tell the students that they are going to be introduced to the mother and father of Marcus and Julia.

<p>Cornelia est. Quis est? Cornelia est.</p>	<p>This is Cornelia. Who is this? This is Cornelia.</p>
<p>Cornelia est mater. Quis est Cornelia? Cornelia est mater.</p>	<p>Cornelia is the mother. Who is Cornelia? Cornelia is the mother.</p>

2. Show the students the picture of the Roman matron (V.C. #3), and teach the two dialogues above. Point to the matron and say Cornelia est. Ask the question Quis est?, pretend to be one of the students and answer Cornelia est. Ask the question Quis est? again and elicit the answer Cornelia est from several students.

Point to the picture again and say several times Cornelia est mater. Ask the question Quis est Cornelia? Pretend to be a student and give the answer Cornelia est mater. Ask the question

several times and elicit the answer several times from students.

<p>Publius est. Quis est? Publius est.</p>	<p>This is Publius. Who is this? This is Publius.</p>
<p>Publius est pater. Quis est Publius? Publius est pater.</p>	<p>Publius is the father. Who is Publius? Publius is the father.</p>

3. Show the students the picture of the Roman gentleman (V.C. # 4), and teach the two dialogues above. Point to the picture of a Roman gentleman and say Publius est. Ask the question Quis est? while pointing to the picture. Pretend to be a student and answer Publius est. Tell them that Publius est means "This is Publius." Ask the question Quis est? several times and elicit the answer Publius est from several students.

Point to the picture again and say Publius est pater. Then ask the question Quis est Publius? Pretend to be a student and give the answer Publius est pater. Ask the question several times and elicit the answer from students.

4. Using the pictures, ask the following questions for review:

<p>Quis est? (while pointing the picture of the mother) Quis est? (while pointing to the picture of the father) Quis est Cornelia? Quis est Publius?</p>

5. Suggest to your students that when they arrive home today, they greet their parents in Latin by saying Salve, pater or Salve, mater.

LECTIO XXI

Lesson Objectives:

1. To read and write Latin passages in the Pupil Workbook which contain the Latin words: mater, pater and puer.
2. To recite, define and relate the meanings of the English (and Spanish) words listed in the chart below to the Latin words from which they derive.
3. To comprehend in oral and written form ideas expressed by the English (and Spanish) words listed in the chart.
4. To express original ideas with the English (and Spanish) words listed in the chart.

Activities:

1. Read aloud with students the Legite in Opus 6 on page 17 of the Pupil Workbook.
2. Have students read the dialogues dramatically among themselves.
3. Have students read aloud the Respondete on page 17 of the Pupil Workbook and respond appropriately in writing by completing the exercises.
4. Check students' written work to assure their comprehension of the Latin root words. If students do not demonstrate comprehension, continue to work with the Legite and Respondete until mastery is achieved. Students' mastery of the Latin root words is essential for the activities which follow.

LATIN WORD - MEANING	ENGLISH WORD - MEANING	SPANISH WORD - MEANING
mater - mother	mama - mother maternal - motherly maternity - motherhood; for prospective mothers matron - a woman of authority matriarch - a woman who rules her family matrimony - marriage	madre, la - mother maternal - motherly

Unit 2

LATIN WORD - MEANING	ENGLISH WORD - MEANING	SPANISH WORD - MEANING
pater - father	papa - father paternal - fatherly patriarch - a man who rules his family patrimony - inheritance from one's father or ancestors patron - protector, supporter, advocate, sponsor	padre, el - father paternal - fatherly
puer - boy	puerile - childish puerility - childishness	pueril - childish

NOTE: In this and all subsequent lessons tables like the one above mark the transition from a focus on Latin and the Romans to a focus on the development of English (and Spanish) vocabulary. Objectives are now for students to hear the English derivatives correctly pronounced, to pronounce them properly themselves, to comprehend the derivatives in a meaningful context, to express ideas of their own with the derivatives, and to identify and explain the relationship between the derivative and its Latin root word. There are three resources to use in accomplishing these objectives: first, the table above; second, the sentences (questions) below which illustrate the meaning of the derivatives; third, the lists of Latin root words and English derivatives that occur in section III of almost every workbook lesson. The derivatives occur in the same relative order in each resource.

5. Have students look at the words listed on page 19 of the Pupil Workbook in section III Verba Anglica Latinis Conferte (Compare English Words with Latin Words). Tell them that you are going to ask them some questions about each word in the list. Ask the questions given below. In discussing the answer to each question, have students do the following:

- a. identify the Latin word from which the English word derives
- b. define and pronounce each underlined derivative
- c. explain how the two words are related in meaning
- d. compose a sentence of their own using the English derivative

- 1.) Is a maternal aunt on your mother or father's side of the family?
- 2.) What do you see in the maternity ward of a hospital?

- 3.) Where would you find a matron of honor?
- 4.) Do you know a family with a matriarch in it?
- 5.) What is happening when a man and woman enter into the state of matrimony?
- 6.) Is a paternal aunt on your mother or your father's side of the family?
- 7.) What is the difference between a matriarch and a patriarch?
- 8.) Did your father inherit a substantial patrimony from his father?
- 9.) What does a patron of the arts do?
- 10.) Do boys ever behave in a puerile manner? Can a grown-up behave in a puerile manner also?
- 11.) What is the difference between puerility and virility?

6. Have students complete section IV Mentem Exercete (Exercise the Mind) in the Pupil Workbook page 19.