

UNIT 5

Names

9 Days

Lesson 1 - Tradition of Names - 3 Days

Lesson 2 - Gender in Names - 2 Days

Lesson 3 - Understanding Foreign Names - 1 Day

Lesson 4 - Scientific Names - 3 Days

Terms	Vocab
Gender	Nomen
Masculine	
Feminine	
Prefix	
Suffix	

Unit 5 - Names

Lesson 1 - Tradition of Names

Day 1

Discuss

- the meaning of first names of students e.g. Margaret means pearl or daisy
- any family traditions of naming e.g. all the children in the family have names starting with J, or the first daughter is named after the maternal grandmother, first son after paternal grandfather

Activity

the discussion above could take the whole period; students love to share their naming traditions, but if you have extra time, you could do one of the following activities.

1. Make posters of first names
 2. Send students around to question free teachers or staff about their naming traditions and report back to the class.
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Homework

Prior to lesson:

Ask parents about naming traditions

Day 2

Discuss

- The word **name** in the languages listed on p.22 in the workbook and derivatives from this such as *nominate*, *noun*.
Roman names: praenomen nomen cognomen first name family name nickname Gaius Julius Caesar

The nomen was comparable to our last name, a family or tribe name. Prae = pre = before. The praenomen is the name before the nomen, comparable to our first names.

The cognomen is the nickname assigned to a branch of the family/tribe/gens. It might be a characteristic of someone in that branch of the family, or might be the name of a place that the head of that branch conquered. Caesar = curly-haired

Two sons bearing the same complete names as their father could be called Major and Minor - the bigger and the smaller.

Daughters took a feminine form of the father's nomen. So Gaius Julius Caesar's daughter would be Julia.

Notice the masculine names end in -us and the feminine in -a. This chapter on names is introducing the linguistic study of gender in words.

Activity

Try renaming the class with the Roman tradition. Girls take their father's family name and make it feminine by adding -a. My father's name was Somerville, so I would be known as Somervilla instead of Margaret. When she marries she will add a feminine form of her husband's nomen. Somervilla Roberta. Boys would take their father's name and could create a new cognomen. Dougulus Robertus Left-Handed.

Are there any people in the class whose fathers have a brother, so there are two branches of the family with the same last name? Have them choose a cognomen for their family and for their uncle's family. Let them have fun and experiment with the Latin -us and -a making names until they are comfortable with the gender endings.

Homework

read page 22

Vocabulary

nomen

Day 3

Discuss

- Review p.23 and the different cognomens.
Cicero = chickpea
Married woman would have father's nomen made feminine and then add husband's nomen made feminine. e.g. the daughter of Gaius Julius Caesar marrying Marcus Tullius Cicero would have the name Julia Tullia.

Have students share their mothers' traditions for married names.

More than two children could result in the ordering of them by number using the Latin ordinal number for 1st, 2nd, 3rd, etc. = Primus, Secundus, Tertius, Quartus, Quintus, Sextus
Gaius Julius Caesar's daughters could be named Julia Prima, Secunda, Tertia, etc. and Julilla, little Julia, for the last one.

List ordinal numbers from p.23 and have class brainstorm derivatives of these words.

e.g. Primus: primary, prime, Prima Lingua

Secundus: secondary

Tertius: tertiary

Quartus: quarter

Quintus: quintet

Sextus: sextuplets

Homework

memorize ordinal numbers

primus-sexus

Unit 5 - Names

Lesson 2 - Gender in Names

Day 1

Activity

Make signs with the ordinal numbers in Latin masculine on one sign and feminine on the other. Choose 6 boys and hand out the cards randomly. Ask them to line up in order with their signs. Make sure they have the correct gender facing out. Repeat with girls.

Introduce terms: gender, masculine, feminine

Discuss

- Look at list of Roman names on p.24.
- Read them aloud to work on pronunciation. Pronunciation of foreign words will come as they listen to you, but give them these two pronunciation rules for Latin:
g and c are hard sounds as in good cook v makes the w sound Pick out the genders by looking at the endings.
- Think of English versions of these Roman names.

Activity

Line students up in a straight line from front to back of class facing you. As you read through the list of Roman names, ask them to run to the right of the room if the name is masculine, to the left if it is feminine. Return to center after each name.

Homework

page 24 and top half of page 25

Terms

gender

masculine

feminine

Day 2

Review homework

Play

Gender Bender

Explore gender patterns in English names by dragging feminine suffixes onto masculine names.

Discuss

- How does English turn a masculine name into a feminine one?
Look for patterns and endings that English uses to turn masculine names into feminine ones.
e.g. George - Georgette
- Think of other English words that have a masculine and a feminine form.
e.g. actor / actress
comedian / comedienne
- Introduce the fact that regular nouns, not just names, in many foreign languages have gender

Activity

Write the following two phrases on either side of a piece of poster board. Hold up the first while you ask a student. Turn it around so the student can read it while he responds. Quid est nomen tibi? (What is your name?)
Nomen mihi est... (My name is...)

Practice trying to confuse each other with these new versions of the Latin question.

Quid est nomen tibi? What is your name?

Quid est nomen mihi? What is my name?

Quid est nomen sibi? What is his / her name?

Nomen mihi / tibi / sibi est... My / Your / His / Her name is... \

Homework

Bottom of page 25 and page 26

Ask parents about meaning of last name

Unit 5 - Names

Lesson 3 - Understanding Foreign Names

Activity

Play again with the questions and answers from yesterday. Have students ask each other their names. Review homework pages.

Activity

Write the names of many countries along the top of the board.
Invite students to write their last names under a country if they know from where it comes.
Ask students what their last names mean.

Discuss

- What can you tell about a name by looking at its prefix or suffix? Refer to chart on p.27.
 - Circle any prefixes or suffixes on the names on the board.
 - Create new last names based on these prefixes and suffixes.
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Homework

Page 27

Terms

prefix

suffix

Unit 5 - Names

Lesson 4 - Scientific Names

Day 1

Discuss

- The class period with the science teacher. Hold class in the science room, or if you have labelled trees on your campus take a walk outside to look at plants or trees labelled with scientific names.
- Reserve the computer lab for the rest of the day and the next day and have students complete pages 28-30 in the workbook using links on the website. They will be looking up the Latin words in some specific scientific names and seeing what they discover about the plants and animals by knowing what the scientific names mean.
- On the third day, review all answers and discuss the following:
 - the pattern of scientific names: genus (noun) species (adjective)
 - there are actually seven parts to a scientific name
 - the reason latin is used for scientific names
 - the use of Latin in European universities to study all subjects up to the 18th century
 - the usefulness of a universal language
 - the drawbacks of a universal language
 - the other fields in which there is a common universal language, e.g. computers
- Introduced the debate:
 - The class will hold a debate on whether it would be a good thing for the world today to have a universal language. Ask students to think about what side they would be on.

Homework

Prepare 3 arguments for and 3 against having a universal language

Day 2

The Debate

Use terms pro and con and ask students to join a side. Give students the day with their group to prepare their arguments.

Perhaps hold the debate in a special room. Students should come forward one at a time and alternate from one side to the other getting turns to present a point or to counter a point presented by the opposing side.

Some classes want to continue the debate for two days. Give groups ten minutes at the end to prepare a final statement and to elect one person to present it.

Students may be anxious to know which side won, but you can handle that as you decide. I do not bring it to that resolution but rather tell them that they will have to be able to argue either side for the test.

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Homework

Page 31 following the debate

Day 3

Review

Divide students into teams of four. Give each team 20 slips of paper and have them write the number of their team on each slip.

Show first question from PowerPoint on the board.

Teams discuss and rush to write the correct answer on a slip of paper and run it up to you.

Hold papers in order received.

When all are handed in, click for the correct answer on the board. Read responses. The first correct answer gets 2 points. Every correct answer gets one point.

Homework

Memorize ordinal numbers

Primus-sextus