

GREEK AND LATIN ROOT WORDS

Grade Level: 8th Grade Language Arts
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Length of Unit: Seven lessons (approximately 10 days); one day = 55 minutes)

I. ABSTRACT

The English language is a potluck of historical and worldly word recipes, with many surprising ingredients added along the way. The success of many literary *pièces de resistance* lies in writers' abilities to articulate scenes, senses, and situations with just the right words. One key to masterful textual and literary cuisine is deciphering word connotation and understanding etymology. This unit provides students with a feast of Greek and Latin root words and a well-developed taste for the rich potential of a well-stocked vocabulary.

II. OVERVIEW

- A. Concept Objectives
 - 1. Develop an awareness of the origins of the English language and patterns inherent in word structure. (Colorado Reading and Writing Standard 8.1.J)
 - 2. Understand how verbal and written communications are enhanced by mastery of etymological *savoir faire*. (Colorado Reading and Writing Standard 8.3.G)
- B. Content from the *Core Knowledge Sequence*
 - 1. English
 - a. Writing, Grammar, and Usage: Writing and Research
 - i. Speaking and Listening (p.181)
 - a) Participate civilly and productively in group discussions.
 - ii. Vocabulary (pp. 182-183)
 - b. Fiction, Nonfiction, and Drama (P. 184)
 - i. Short Stories
 - a) "The Bet"(Anton Chekov)
- C. Skill Objectives
 - 1. Students will summarize data about the history of the English language in two-column notes. (CRWS 8.1.J)
 - 2. Students will decipher Appendix C: Vocabulary List One, in a discussion and by creating graphic organizers, or word webs. (CRWS 8.1.J)
 - 3. Students will synthesize Greek and Latin words into categorical lists. (CRWS 8.1.J)
 - 4. Students will examine and discuss relevant literature and indicate Greek and Latin words by highlighting them or writing them down. (CRWS 8.3.G)
 - 5. Students will employ analytical skills by completing and solving word games and puzzles. (CRWS 8.3.G)
 - 6. Students will evaluate the impact of Greek and Latin words on the English language by writing paragraphs about author talks. (CRWS 8.3.G)
 - 7. Students will review vocabulary lists by creating flip chart study guides and quizzing each other. (CRWS 8.1.J) (CRWS 8.3.G)
 - 8. Students will demonstrate mastery of Greek and Latin words in English with a final test. (CRWS 8.1.J) (CRWS 8.3.G)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Our Greek and Latin Roots*, Morwood, J. and M. Warman
 - 2. *Words & Ideas*, Dominik, W.J., Ed.

3. *English from the Roots Up*, Lundquist, J.
- B. For Students
 1. Ancient Greece, *Core Knowledge Sequence*, 6th Grade, p. 138
 2. Ancient Rome, *Core Knowledge Sequence*, 6th Grade, p. 139
 3. Vocabulary, *Core Knowledge Sequence*, 6th Grade, pp. 134-135
 4. Vocabulary, *Core Knowledge Sequence*, 7th Grade, pp. 158-159

IV. RESOURCES

- A. Marshall, Michael J., Ed. *Realms of Gold*, volume 3, for all students (Lesson Three)
- B. Dictionaries, one for each student (all lessons)

V. LESSONS

Lesson One: History of Greek and Latin Influence on the English Language (approximately two 55 minute class periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Develop an awareness of the origins of the English language and patterns inherent in word structure. (Colorado Reading and Writing Standard 8.1.J)
 2. Lesson Content
 - a. Vocabulary
 3. Skill Objective(s)
 - a. Students will summarize data about the history of the English language in two-column notes.
 - b. Students will decipher Appendix C: Vocabulary List One, in a discussion and by creating graphic organizers, or word webs.
- B. *Materials*
 1. Teacher copy of Appendix A: Teacher Notes on History of the English Language
 2. Transparencies of Appendix B: History of Greek and Latin Influence on the English Language
 3. Paper copies of Appendix B: History of Greek and Latin Influence on the English Language, for special education students
 4. Copies for each student of Appendix C: Vocabulary List One
 5. Classroom set of dictionaries, one book for each student
 6. Transparency of Appendix D: Greek and Latin Root Words, Word Web Example
 7. Copies for each student of Appendix E: Greek and Latin Root Words, Word Web
 8. Paper and pens for all students
- C. *Key Vocabulary*
 1. Appendix C: Vocabulary List One
 2. Romance – relating to the languages that developed from Latin
- D. *Procedures/Activities*
 1. Introduce students to the topic of Greek and Latin words in English. Tell them there will be a list of ten or eleven words to study for each lesson, with fifty-three words, five lists, in all.
 2. A new list will be passed out during each lesson, with activities to help students familiarize themselves with the new words and their meanings.
 3. Students should bring all lists to each class, for review.

4. Begin a brief look at the history of the English language. Remind students that people long ago didn't have a means to record a written language permanently.
 5. Greek scholars used reeds made into long sheets to write. These "manuscripts," from hand, *manus*, and written, *scrib*, were not sturdy or convenient. (One hundred pages of a modern paperback would take a roll thirty feet long, ten inches high.)
 6. Students should take two-column notes from the overhead transparencies, Appendix B: History of Greek and Latin Influence on the English Language.
 7. Two-column notes organize information with dates or terms on the left and explanations on the right. Students often fold their papers, lengthwise, to designate locations for writing information.
 8. Remind students that several thousand years of history presented in a few pages of notes is for the purpose of following the strand of language development and does not include major events or historically significant individuals.
 9. As students take notes, share anecdotal information from Appendix A: Teacher Notes on History of the English Language.
 10. For an initial informal assessment, ask students to decipher the words in Appendix A: Teacher Notes on History of the English Language, page 3, dinosaur names and definitions. Do this in an oral discussion. Some students may know some of the root words, but all together, these words will exhibit for students the widespread use of Greek and Latin words in the science of paleontology (Greek "paleo"=existing things, remaining things, and Greek, "ontology"= study of nature and properties of)
 11. Collect and look over notes on history of the English language. Check for understanding.
 12. Hand out Vocabulary List One, Appendix C, to all students. Read over the Greek and Latin root words, the meanings, and sample words.
 13. Put the transparency of Appendix D: Greek and Latin Root Words, Word Web Example, on the overhead.
 14. Explain the procedure: write a vocabulary word from Appendix C: Vocabulary List One, in the middle circle. Follow directions included in the handout and complete the sheet.
 15. Have students create word webs for five words on the list from Appendix C. They will draw subsequent copies of the word web design on their own paper. Dictionaries will be helpful in locating other words from the root words on the list.
 16. They may work in pairs, but may not duplicate a word their partner is using. Have students check each other's word webs.
 17. Observe students' interactions for successful guided practice.
 18. **Special Education:** These students can be given a paper copy of the notes in Appendix B. Have students pair up with students who may assist them in doing the word webs. They may complete fewer words or may fill out minimal information on the word webs, depending on the needs of the student(s).
 19. For homework, students should study Appendix C: Vocabulary List One.
- E. *Assessment/Evaluation*
1. As an informal initial assessment, discuss the list of words included in Appendix A: Teacher Notes on History of the English Language, page 3.
 2. As a formative assessment, collect the word webs and assign points. The complete assignment, (five root words) is worth 15 points, with three points for each word web. One point for a sentence, one point for new found words, and one point for copying the root word and meaning from the list.

Lesson Two: A Panorama of Greek and Latin Words (approximately two 55 minute class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of the origins of the English language and patterns inherent in word structure. (Colorado Reading and Writing Standard 8.1.J)
2. Lesson Content
 - a. Vocabulary
3. Skill Objective(s)
 - a. Students will synthesize Greek and Latin words into categorical lists.

B. *Materials*

1. Students bring Appendix C: Vocabulary List One, for review
2. Copies of Appendix F: Vocabulary List Two, for all students
3. Copies of Appendix G: Vocabulary List Two Practice Sheet, for all students, pp. 1 and 2
4. Teacher copy of Appendix G: Vocabulary List Two Practice Sheet, p. 3, KEY to work sheet
5. Copies of Appendix H: Find a Word Activity, for all students
6. Small prizes, candy, pencils, bookmarks, etc. for the winning vocabulary group
7. Copies of Appendix I: Find a Word Activity, for all students
8. Copies of Appendix J: Checklist for Panorama of Greek and Latin Words, for all students
9. Blank overhead transparencies, several for each group
10. Overhead transparency pens, several for each group
11. Paper and pens for all students
12. Classroom set of dictionaries, one book for each student

C. *Key Vocabulary*

1. Appendix F: Vocabulary List Two
2. Affix – part of a word added on to the beginning or end of a root
3. Prefix – an affix added to the beginning of a word
4. Suffix – an affix added to the end of a word

D. *Procedures/Activities*

1. **Day One:** Pass out Appendix F: Vocabulary List Two, to all students.
2. Read over the Greek and Latin root words, the meanings, and sample words.
3. For a re-teaching activity, pass out Appendix G: Vocabulary List Two Practice Sheet. Go over the directions, have students do sheet in class and collect when they are finished.
4. Appendix F: Vocabulary List Two should be added to student copies of Appendix C: Vocabulary List One, for study and review.
5. Remind students to bring all vocabulary lists to each class.
6. Introduce the vocabulary words: affix, prefix, and suffix, and explain their meaning. Most students will have a working knowledge of these words.
7. Tell students that Greek and Latin root words, prefixes, and suffixes make up at least 60% of English words. In this lesson, students will examine some of the many categories of Greek and Latin words that have created today's English words.
8. For the next activity, students may work in small groups of two or three. Pass out Appendix H: Find a Word Activity. Look this list over together, reading directions and answering questions.

9. Small groups will examine the list and combine the word parts to make words they know or recognize. Students should create lists of words together and look the words up in dictionaries. Instruct groups to write words and simple definitions on overhead transparencies, to be shared with the class.
 10. Award students in groups finding the most legitimate words a small prize; candy, pencils, etc.
 11. Have groups share word lists on overhead projector.
 12. **Day Two:** Students may work in small groups of two or three, once again. They will be analyzing words, based on evaluations of the roots, prefixes, and suffixes and assigning them to categories.
 13. Pass out Appendix I: Categories, to all students. Discuss this assignment and ask for questions. Page 2 of Appendix I is a guide for checking student success- there may be some words that fit into more than one topic; (e.g.) students may list the word “democracy” in government or history. Either listing is easily justifiable; the important piece is the thinking skills.
 14. **Special Education:** These students should work in pairs or groups for all assignments in this lesson, students are encouraged to help each other.
 15. The goal is to help students see that Greek and Latin words are pervasive in English.
 16. Collect papers at the end of class. Those students who finish early should study their vocabulary lists.
 17. Have all students fill out Appendix J: Checklist for Panorama of Greek and Latin Words, as a self assessment on Lesson Two.
 18. For homework: study vocabulary lists one and two.
- E. *Assessment/Evaluation*
1. As a formative assessment, have students fill out Appendix J: Checklist for Panorama of Greek and Latin Words. Collect these and look them over.

Lesson Three: In Search of Greek and Latin Root Words in Literature (approximately one 55 minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how verbal and written communications are enhanced by mastery of etymological *savoir faire*. (Colorado Reading and Writing Standard 8.3.G)
 2. Lesson Content
 - a. Vocabulary
 - b. Short Stories
 - i. “The Bet”(Anton Chekov)
 3. Skill Objective(s)
 - a. Students will examine and discuss relevant literature and indicate Greek and Latin words by highlighting them or writing them down.
- B. *Materials*
1. Copies of Appendix K: Vocabulary List Three, for all students
 2. *Realms of Gold*, volume 3, for all students, or, in lieu of *Realms of Gold*, copies of “The Bet, ” p. 48-57 in *Realms of Gold* (if copies of “The Bet” are used, bring highlighter markers, one for each student)
 3. Copies of Appendix L: Vocabulary Master List, for all students
 4. Teacher copy of Appendix M: “The Bet”
 5. Classroom set of dictionaries, one book for each student

- C. *Key Vocabulary*
1. Appendix K: Vocabulary List Three
 2. Linguistics – study of nature and structure of human speech
- D. *Procedures/Activities*
1. Review with students the procedure for this unit: Bring all vocabulary sheets to each class, continue to study them when finished with other assignments.
 2. Pass out Appendix K: Vocabulary List Three. Go over the words and meanings. Discuss the meaning of the word *linguistics*.
 3. Pass out Appendix L: Vocabulary Master List. Tell students they are going to search for words from the master list in the story, as they read.
 4. Have students turn to a short story, “The Bet,” by Anton Chekov, in *Realms of Gold*. Have students read the story aloud, as a class, or silently.
 5. **NOTE:** If *Realms of Gold* books are not available for all students, print paper copies of the story and have students highlight words they find with highlighter markers. This method is helpful for reviewing use of the words in context.
 6. They should jot down any word from their master vocabulary list and the page number it is found on for this assignment. Collect papers and review their success.
 7. Instruct students to write eleven meaningful sentences for words in Appendix K: Vocabulary List Three. They should use words created from the root words, and underline the word in the sentence, (e.g.) *medius*: Our school has peer mediators; they position themselves in the middle of conflicts between arguing students and help bring resolution to disagreements.
 8. For homework, students should complete meaningful sentences and study the three vocabulary lists (Appendix C, Appendix F, and Appendix K) distributed so far in this unit.
- E. *Assessment/Evaluation*
1. Collect meaningful sentences assignment as a formative assessment. Award two points for each sentence: one point for a complete sentence that includes an appropriate word formed from the roots in Vocabulary List Three, and one point for the word meaning coming through in the sentence. This assignment is worth 22 points.

Lesson Four: Greek and Latin Roots in English: Strategy Guides in Video Games (approximately one 55 minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how verbal and written communications are enhanced by mastery of etymological *savior faire*. (Colorado Reading and Writing Standard 8.3.G)
 2. Lesson Content
 - a. Vocabulary
 3. Skill Objective(s)
 - a. Students will employ analytical skills by completing and solving word games and puzzles.
- B. *Materials*
1. Students bring their copies of Appendix: C: Vocabulary List One, Appendix F: Vocabulary List Two and Appendix K: Vocabulary List Three
 2. Copies of Appendix N: Vocabulary List Four, for all students
 3. Copies of Appendix O: Crossword Puzzles, pages 1-5
 4. Copies of Appendix P: Vocabulary List Five, available for all students

5. Teacher copy of Appendix O: Crossword Puzzle Key, page 6
 6. Copies for all students of Appendix Q: You Write the Clues!
 7. Teacher copy of Appendix Q: You Write the Clues! Key
 8. Classroom set of dictionaries, one book for each student
- C. *Key Vocabulary*
1. Appendix N: Vocabulary List Four
- D. *Procedures/Activities*
1. Open this lesson by asking a general question, “How many of you enjoy video or computer games?” This question will presumably bring lots of hands into the air.
 2. Ask students what they have to do to win the games. They may say practice a lot or have books of clues and tips to help them.
 3. Talk to students about the benefits of having clue booklets, or strategy guides to play difficult games.
 4. Keep this discussion going for a few minutes, so all students understand the concept of practicing strategies to win games.
 5. Tell students that learning Greek and Latin words and roots is like using a strategy booklet to increase English vocabulary. Knowing definitions of roots, prefixes, or suffixes can help identify meanings in many other words.
 6. Learning a few words can help increase our word power and help create success with English, including reading and writing; science, history, civics, math, etc.
 7. Even though the Greek and Latin roots are not in a computer game for this class, they can be learned in a game-like style.
 8. Today, students will complete simple crossword puzzles in an effort to review and revisit the Greek and Latin words for this unit. Remind students that strategy tips help in school, too.
 9. Pass out and go over copies of Appendix N: Vocabulary List Four.
 10. There are five crossword puzzles; one for each list of words. Students have not received or reviewed Appendix P: Vocabulary List Five. Have this list available for students who complete the other puzzles. Tell students this list will be discussed in class during the next lesson.
 11. Allow students to work at their own pace, using their vocabulary sheets for all five lists. Invite students to pick up crossword puzzles, one at a time, and complete them using their vocabulary lists.
 12. Students completing all the puzzles should study their word lists.
- E. *Assessment/Evaluation*
1. Students will complete a formative assessment, Appendix Q: You Write the Clues, as a take home, open note quiz. Students will need all five vocabulary lists to complete this assignment. This quiz is worth 20 points; one point for each correct clue. See Appendix Q, page 2, for quiz key.

Lesson Five: Linguists, Wordsmiths, and Others: The Relevance of Core Vocabulary (approximately two 55 minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how verbal and written communications are enhanced by mastery of etymological *savoir faire*. (Colorado Reading and Writing Standard 8.3.G)
 2. Lesson Content
 - a. Vocabulary

3. Skill Objective(s)
 - a. Students will evaluate the impact of Greek and Latin words on the English language by writing paragraphs about author talks.
- B. *Materials*
1. Students should bring all five lists of vocabulary words to class
 2. Teacher copy of Appendix R: Linguists, Wordsmiths, and Others
 3. Transparency copies of Appendix R, page two (Shakespeare and Greek and Latin Words) and page three (Dr. Martin Luther King and Greek and Latin Words)
 4. Copies of Appendix S: Essay Self-check List and Scoring Rubric, for all students
 5. Classroom set of dictionaries, one book for each student
- C. *Key Vocabulary*
1. Appendix P: Vocabulary List Five
- D. *Procedures/Activities*
1. Collect open note homework quizzes, Appendix Q: You Write the Clues!
 2. Students received Appendix P: Vocabulary List Five, during Lesson Four, to help them complete the fifth crossword puzzle and the quiz.
 3. Go over Appendix P: Vocabulary List Five with students and check for understanding.
 4. Discuss the information in Appendix R: Linguists, Wordsmiths, and Others.
 5. Appendix R, page two, is a list of the vocabulary words found in the Shakespeare play read by 8th grade. Share this transparency on the overhead projector.
 6. Shakespeare not only mastered English, he furthered the progression of language by inventing hundreds of words in use today. Tell students that even though the class may not be reading *Twelfth Night* currently, it will be read this year, and it is interesting to note that many of the vocabulary words being studied are also used in this play, which is four hundred years old!
 7. Tell students this vocabulary is equally important for expository writing. The transparency from Appendix R, page three, is a list of the vocabulary words used by Dr. Martin Luther King in “Letter from a Birmingham Jail,” found in *Realms of Gold*, page 232. This is one of the essays read by the 8th grade this year.
 8. Share this transparency with students, emphasizing the pervasive quality of ancient Greek and Latin words in English.
 9. Complete this discussion with a writing assignment: students are to write three paragraph essays discussing the significance of contributions of ancient Greeks and Romans to today’s English language.
 10. They will be given instructions, self-check list and writing rubric, Appendix S, before writing their papers. They will understand the expectations and the scoring criteria in advance.
 11. Instruct students to fill out the self-check list as they work; the writing rubric upon completion. The check list, rubric, and essay will be turned in.
 12. Explain to students that their participation in their assessment will help them become self-directed, lifelong learners.
- E. *Assessment/Evaluation*
1. Essays will be scored using Appendix S: Self-check List and Scoring Rubric. This assignment is worth fifty points and is a summative assessment. Student self-assessment is a critical step in this assignment. Students will become self-directed, lifelong learners when able to self-evaluate. **Special Education:** These students should be given further discussion and be guided toward pertinent points to include in one paragraph, rather than a three paragraph essay.

Optimally, time permitting; they should have close observation and guidance throughout the writing process.

Lesson Six: A Plethora of Review (approximately one 55 minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of the origins of the English language and patterns inherent in word structure. (Colorado Reading and Writing Standard 8.1.J)
 - b. Understand how verbal and written communications are enhanced by mastery of etymological *savior faire*. (Colorado Reading and Writing Standard 8.3.G)
2. Lesson Content
 - a. Vocabulary
3. Skill Objective(s)
 - a. Students will review vocabulary lists by creating flip chart study guides and quizzing each other.

B. *Materials*

1. Students bring all five vocabulary lists
2. Appendix T: Flip Chart Study Guide, copies for all students
3. Colorful copier paper or construction paper- about 125 sheets for a class of twenty-five students
4. Scissors for half of the class
5. Pens, pencils, or fine tipped markers for all students
6. One or more staplers
7. Classroom set of dictionaries, one book for each student

C. *Key Vocabulary*

1. Vocabulary, *Core Knowledge Sequence*, p. 182

D. *Procedures/Activities*

1. Demonstrate the flip chart study guide, Appendix T, by showing students how it is made and how it can be used.
2. Each student should have about ten half sheets of different colored paper.
3. To ensure that all students don't create flip charts on the same words, they should sign up for word lists, approximately five students per list, or, they should choose the most challenging words for them to learn from any list and put those in their flip chart.
4. After the flip charts are ready to use, have students practice quizzing each other.
5. Remind students to study all five lists for the final test.

E. *Assessment/Evaluation*

1. Award points for guided practice and review: ten points for a ten word flip chart (one point per word) and five points for working with a partner on review. Students sign off on their partners' charts and get checked off by the teacher when finished. Students take home flip charts for study.

Lesson Seven: Keys to Unlock English: A Final Test (approximately one 55 minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of the origins of the English language and patterns inherent in word structure. (Colorado Reading and Writing Standard 8.1.J)

- b. Understand how verbal and written communications are enhanced by mastery of etymological *savior faire*. (Colorado Reading and Writing Standard 8.3.G)
 - 2. Lesson Content
 - a. Vocabulary
 - 3. Skill Objective(s)
 - a. Students will demonstrate mastery of Greek and Latin words in English with a final test.
 - B. *Materials*
 - 1. Pens or pencils for all students
 - 2. Copies of Appendix U: Greek and Latin Root Words Test, for all students
 - C. *Key Vocabulary*
 - 1. Vocabulary, *Core Knowledge Sequence*, p. 182
 - D. *Procedures/Activities*
 - 1. Students will prepare for test: clear desk, have pens or pencils ready. Ask for any final questions before distributing the tests.
 - E. *Assessment/Evaluation*
 - 1. Grade the final test, 100 points, as a summative assessment. **Special Education:** Students should have test modified to limit choices. On the matching portion, Part I, highlight five words and five answers with the same color highlighter. Do this for all twenty five matching, using different highlighter colors for each set of five. This creates five mini-tests within a test. Similarly, the multiple choice questions, Part II, should have one wrong answer crossed out, thereby creating less choices. The fill in the blank section, Part III, should be altered in the same manner as Part I.

VI. CULMINATING ACTIVITY

- A. The culminating activity is an invitation to revisit these vocabulary words all year in an effort to re-teach and reinforce the learning. See Appendix V: Extend the Learning, for suggested activities to replay intermittently all year long, when time permits.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher Notes on History of the English Language, pages 1-3, (Lesson One)
- B. Appendix B: Overhead Transparency Notes, History of Greek and Latin Influence on the English Language, pages 1-3, (Lesson One)
- C. Appendix C: Vocabulary List One (Lesson One)
- D. Appendix D: Greek and Latin Root Words Word Web Example, (Lesson One)
- E. Appendix E: Greek and Latin Root Words, Word Web, (Lesson One)
- F. Appendix F: Vocabulary List Two, (Lesson Two)
- G. Appendix G: Vocabulary List Two Practice Sheet, pages 1-3, (Lesson Two)
- H. Appendix H: Find a Word Activity, pages 1-2, (Lesson Two)
- I. Appendix I: Categories, pages 1-2, (Lesson Two)
- J. Appendix J: Checklist for Panorama of Greek and Latin Words, (Lesson Two)
- K. Appendix K: Vocabulary List Three, (Lesson Three)
- L. Appendix L: Vocabulary Master List, (Lesson Three)
- M. Appendix M: "The Bet," (Lesson Three)
- N. Appendix N: Vocabulary List Four, (Lesson Four)
- O. Appendix O: Crossword Puzzles, pages 1-6, (Lesson Four)
- P. Appendix P: Vocabulary List Five, (Lesson Four, Five)
- Q. Appendix Q: You Find the Clues! (Lesson Four)

- R. Appendix R: Linguists, Wordsmiths, and Others, pages 1-3, (Lesson Five)
- S. Appendix S: Essay Self-check List and Scoring Rubric, pages 1-2, (Lesson Five)
- T. Appendix T: Flip Chart Study Guide, (Lesson Six)
- U. Appendix U: Greek and Latin Root Words Test (Lesson Seven)
- V. Appendix V: Extend the Learning, pages 1-2, (Culminating Activity)

VIII. BIBLIOGRAPHY

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Teacher Notes on History of the English Language

The lecture on the history of the English Language is filled with informational tidbits which students will hopefully find interesting. These are provided to engage student interest in this voluminous topic. The purpose of this very brief history is to help students understand the impact of Greek and Latin on present day English. The following includes some of these tidbits to share with students.

- Ancient Romans spoke Latin and conquered most of Europe
 - ❖ Julius Caesar and his adopted son, Augustus, gave their names to the months of July and August.
 - ❖ September means seventh
 - ❖ October means eighth
 - ❖ November means ninth
 - ❖ December means tenth. The Roman calendar started with March, so the numbering is off from today's calendar, although the names remain.
 - ❖ The terms "czar," for the leaders of Russia, and "kaiser," emperors of Germany, came from Latin. All Latin words starting with "C" made the sound of "K," so the term kaiser may have sounded a bit like the name of the leader of Rome, Caesar.

- Long after the fall of Rome, Latin was used throughout Europe.

- The Latin word for the language of the common people evolved into the word "vulgar" used today.

- Romans were in Britain for 400 years; a strong impression was made on local speech and thought.

- When sharing with students about Roman road building, remind them that many cars today: Audi, Corolla, Fiat, Mercedes, and Volvo, are Latin names!

- 5th-6th centuries - Britain became officially Christian

- Latin was the language of the Church

- Many words used in the church at this time are incorporated into today's English. For example, the word "pope" comes from Latin "papa," for father. See the list, below, for more words coming to English through the early church.

Teacher Notes on History of the English Language

abbot	ark	deacon	martyr	palm	shrive
alms	candle	disciple	mass	pope	shrift
altar	chalice	epistle	minister	priest	stole
angel	cleric	hymn	nun	psalm	synod
anthem	cowl	litany	organ	shrine	temple

- Latin came to English through France, too, with the Norman Conquest of 1066.
- As the knights went on Crusades and had grand adventures, their tales were recorded in one of the Romance languages, hence, called romances. This term came to deal with stories that dealt with love in a sentimental way and became the genre popular today, romances, dealing with love between men and women.
- The period during the late 1400's was known as the "modern" period- more Latin and Greek were incorporated into the English language.
- Explorations at this time included Spain and Portugal in the New World. Even today, there is an entire world region known as "Latin America," as a result of these early adventurers.

*Early in the movie, *Indiana Jones and the Temple of Doom*, Indy's father, a topnotch academician, forced his son to count slowly in Greek as the boy bounded into the room to tell his father that some thieves were after him. This segment of the film takes place in the 20th century, but the story reflects the dedication to classics that modern scholars continue to have, as evidenced through adventure stories!

Information in notes and teacher notes adapted from:

Morwood, J., and M. Warman, *Our Greek and Latin Roots*, 0-521-37841-9, and
Marckwardt, A., *A Brief History of the English Language*, 1963 (no ISBN)

Teacher Notes on History of the English Language

Tell students you will do an informal initial assessment to check on their background knowledge for this unit. This will be oral, a class discussion on the following words. Ask for students to raise their hands if they can discuss the meaning of the following words. Afterwards, analyze the words for students, with the Greek and Latin meanings added on. Some students may know some of the roots; collectively, these words will impress upon students the pervasive influence of Greek and Latin roots.

Word	Origin of Word
1. megalosaurus	Greek – “mega”= long, large, great
	Greek – “saurus”= lizard, reptile
2. pachyderm	Greek – “pachy”= thick
	Greek – “derm”= skin
3. rhinoceros	Greek – “rhinos, rhino”= nose, snout
	Greek – “cera, ceras”= horn
4. tyrannosaurus rex	Greek – “tyrannikos”= tyrant
	Greek – “saurus”= lizard, reptile
	Latin – “rex”= king
5. velociraptor	Latin – “veloci”= speedy
	Latin – “raptor”= robber, plunderer
6. brontosaurus	Greek – “Bronto”= thunder
	Greek – “saurus”= lizard, reptile
7. stegosaurus	Greek – “stegos”= roof, cover
	Greek – “saurus”= lizard, reptile
8. protoceratops	Greek – “protos”= first, earliest
	Greek – “cera,ceras”= horn
	Greek – “tops”= face
9. pterodactyl	Greek – “pteron”= feather, wing
	Greek – “dactylos”= finger
10. triceratops	Greek – “tri”= three
	Greek – “cera, ceras,”= horn
	Greek – “tops”= face

Adapted from: www.enchantedlearning.com/subjects/dinosaurs/

Overhead Transparency Notes

History of Greek and Latin Influence on the English Language

100 B.C. **Roman Empire** surrounded the Mediterranean Sea

↓ ↓
medius terra (Latin)
middle land (English)

- Educated people in the western Roman Empire spoke Latin.
- Today, this area is: Spain, Italy, France, and Portugal.
- Spanish, Italian, French, and Portuguese are descended from Latin and they are called “Romance” (Roman) languages.

43 A.D. Roman Emperor Claudius Caesar conquered Britain.

- Britain was inhabited by farmers
- Romans built roads on raised embankments- in Old English, they were called highways.
- Romans built towns for trade and markets. They built layered roads (stratum) that were called “straets” by the English, or streets, today.
- Miles of streets and roads were created; Mile is from *mille*, which means 1,000. The Roman mile was measured by 1,000 paces; it was a shorter mile than today’s standard measurement.

5th Century, A.D. Romans left Britain; the empire was diminishing.

- Invaders from places we know as Germany, Netherlands, and Denmark brought their language, **Anglo-Saxon**, to Britain. This became the everyday language of the people.

597 A.D. Britain became officially Christian- official church language – Latin

Overhead Transparency Notes

History of Greek and Latin Influence on the English Language

- 711 A.D. Moors from North Africa invaded Spain. They had Greek books at the library in Alexandria in Egypt translated into Arabic. These works came to Europe in this way and the Greek literature was available to Europe, including Britain.
- 871-899 **King Alfred the Great**, of Britain had major works translated into Latin, including: grammar terms, plant names, medical terms, etc.,
- Over 450 Latin words incorporated into English
 - Terms concerning knowledge, arts, religion, or education – all from Latin
- 1066 A.D. **William the Conqueror** invaded Britain. This is called the Norman Conquest, named after the portion of France that William came from, Normandy.
- Official language of the government, schools and noblemen became French, which brought more Latin into English.
- 1400's English started to be used in schools, but Latin was still taught.
- Sir Isaac Newton was the last English speaking scientist to write a major work in Latin in 1687: *Principia Mathematica*, “The Principles of Mathematics.”
- 1453 Constantinople was taken by Turkey, giving Europeans access to the ancient Greek works which were available from Greek scholars’ travels of the past.
- This revival in appreciation for the ancient Greek language helped lead to the Renaissance.

Overhead Transparency Notes

History of Greek and Latin Influence on the English Language

1500-1650 The **Renaissance**, or rebirth, was a time when the classical works of ancient Rome and Greece were highly prized and the commitment to replicating the styles and language of these cultures was emphasized.

16th /17th Centuries:

- English schools taught Latin
- All educated Europeans learned Latin.
- Latin was an internationally understood language

17th/20th Centuries:

- Roman Catholic Church continued to use Latin
- English continued to incorporate Latin and Greek words into everyday language.

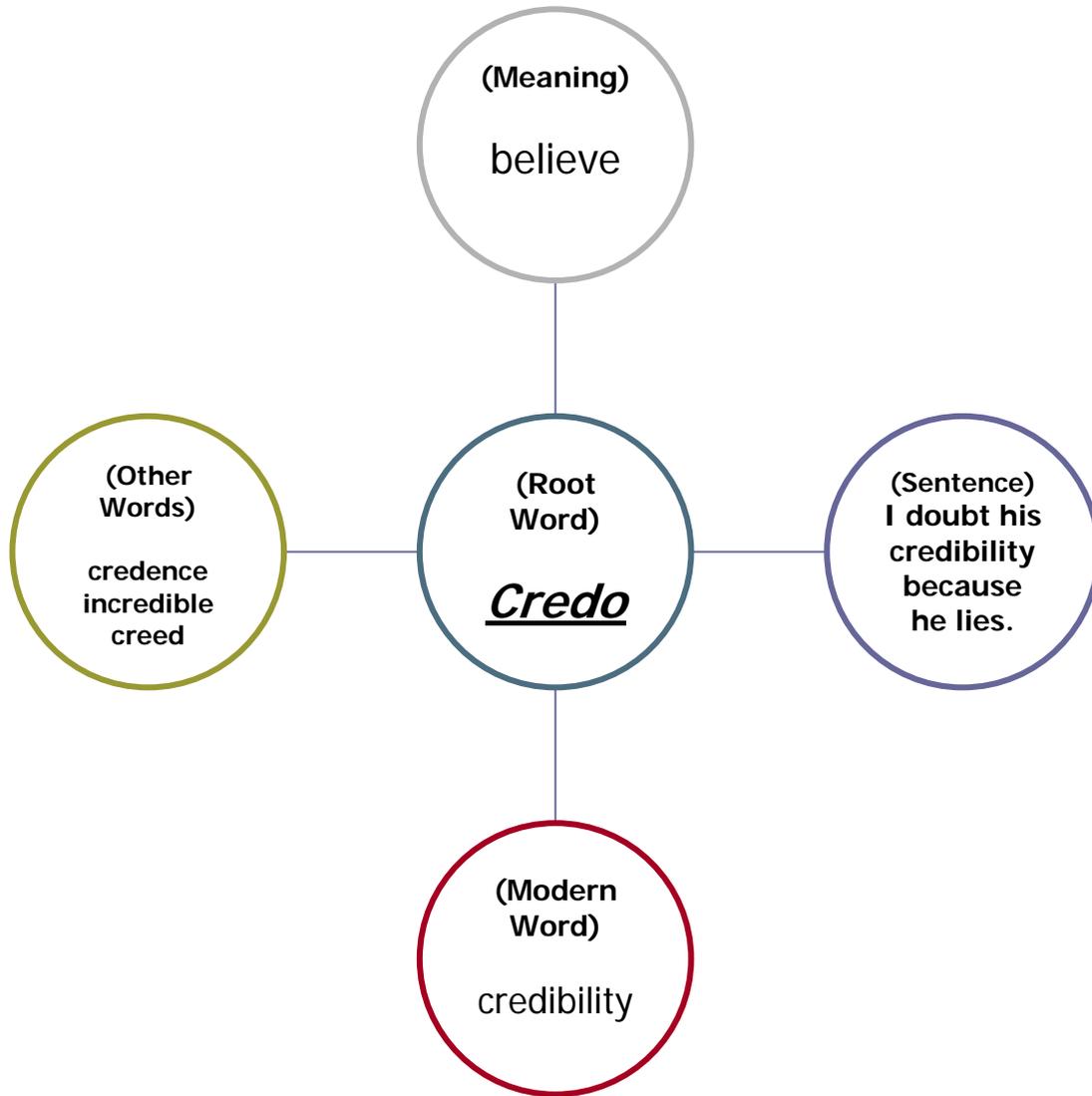
Appendix C

Vocabulary List One

GREEK/LATIN ROOT	MEANING	MODERN WORDS
1. aequus	equal	equal, equation
2. canto	sing	chant, cantor
3. credo	believe	credible, incredulous
4. fundo, fustum	pour, thing poured	effusive, transfusion
5. locus	a place	local, dislocate
6. nego	deny	negate
7. per	through	perceive, persist, persevere
8. possum	be able	possible, potent
9. satis	enough	satisfy
10. spiritus	breath	inspire, spirit
11. verbum	word	verbal

Appendix D

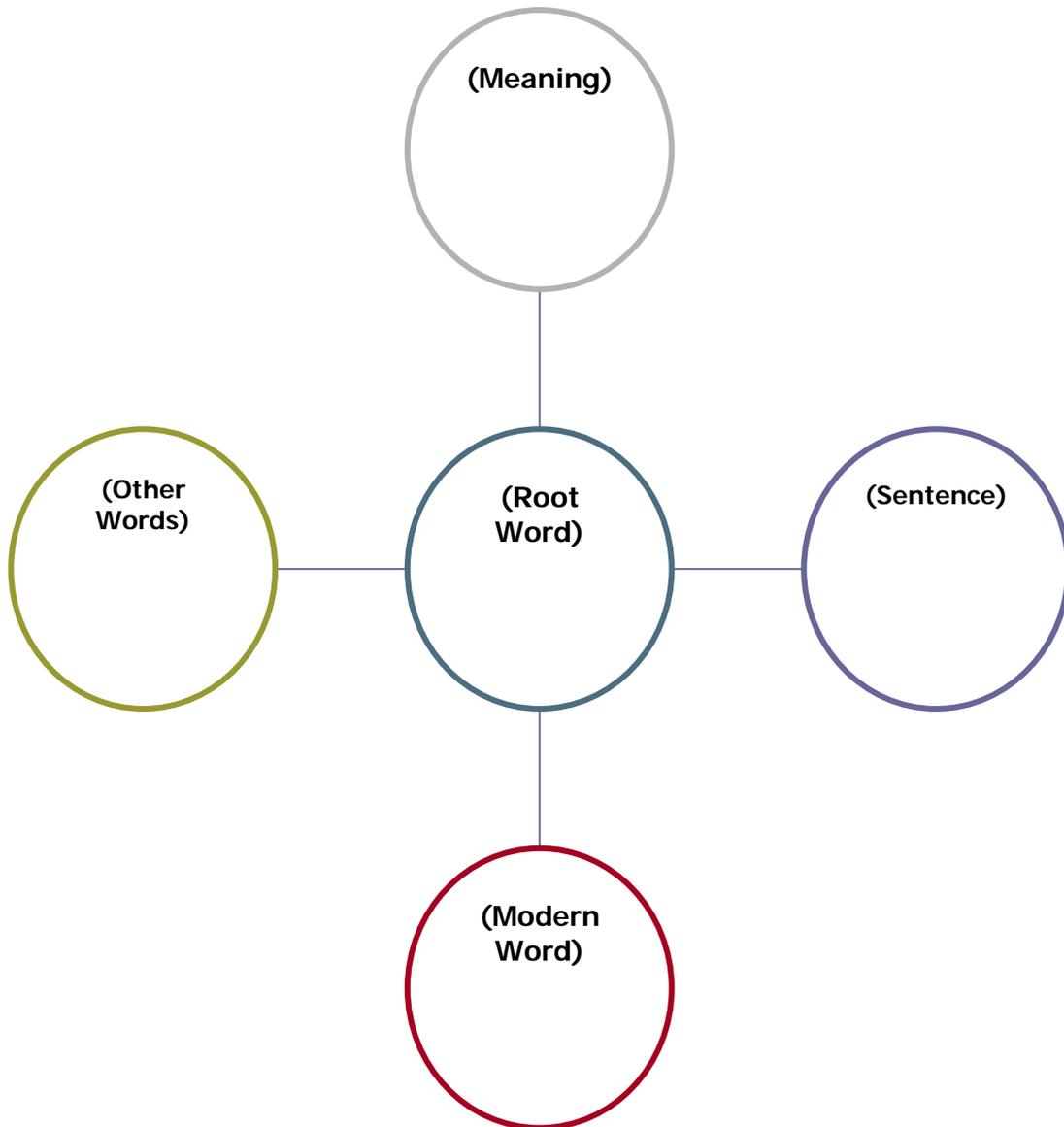
Greek and Latin Root Words Word Web Example



Appendix E

Greek and Latin Root Words Word Web

Create a word web for each vocabulary word. Put the root word in the center, the modern word in the circle on the bottom, the meaning of the root word at the top, any other words derived from the root on the left, and a sentence with the modern word on the right. You may write outside the circles if you need more room.



Appendix F

Vocabulary List Two

GREEK/LATIN ROOT	MEANING	MODERN WORDS
1. ago, acta	do, things done	agent, enact, transact
2. caput	head	captain, decapitate
3. culpa	blame	culpable, culprit
4. genus	kind, origin	generic, congenital
5. loquor	speak	eloquent, loquacious
6. nihil	nothing	nihilism, annihilate
7. phobos [g]	fear	phobia, claustrophobia
8. pugno	to fight	impugn, pugnacious
9. scio	know	science, conscious
10. totus	whole	totalitarianism
11. verto	turn	avert, convert, anniversary

Name: _____

Vocabulary List Two Practice Sheet

For each sentence, below, the Greek/ Latin root and meaning are provided. The sentences use a variation of the root word. Use a dictionary to look up the words that are unfamiliar to you. Then, fill in the blanks from the word bank for each sentence.

1. Verto = turn

- A. Create a(n) _____ so the teacher doesn't see my surprise!
- B. The old man _____ to his former ways and began smoking again.
- C. The quiet student is a(n) _____; he never speaks to anyone.
- D. The Chevy _____ drove in the rain with the top down.
- E. I have a(n) _____ to insects; I stay away from them.

aversion **introvert** **reverted** **convertible** **diversion**

2. Scio = know

- A. His _____ wouldn't let him lie; he confessed about the crime.
- B. In _____, we are studying biology, electricity, and cells.
- C. The worker was _____ after his fall from the tower.
- D. People say dreams are thoughts we have in our _____ minds.
- E. Theater goers should be _____ and throw away their trash in the appropriate receptacles.

unconscious **conscientious** **science** **conscience** **subconscious**

Appendix G, page 2

3. Phobos = fear

- A. If you are afraid of something, you have a(n) _____.
- B. Locked in a closet as a child, she has fear of close spaces, _____.
- C. The boy was afraid of anyone from other countries; he's a(n) _____.
- D. A fear of open spaces, such as golf courses, is called _____.
- E. She has an aversion to water; this is called _____.

agoraphobia hydrophobia xenophobe claustrophobia phobia

4. Caput = head

- A. He is the _____ of the ship, in charge of everyone here.
- B. We are not supposed to wear baseball _____ in school.
- C. The head of government for a state is located in the city that is the _____.
- D. The heading of a chapter, newspaper, or picture is called the _____.
- E. A tax levied per head, or a fee for each individual, is called _____.

capitation capital caps captain caption

5. Acta = things done

- A. What was your _____ to the movie we saw in history?
- B. The Supreme Court took _____ in the Brown v. Board case.
- C. The drivers created a(n) _____ of the crash.
- D. The woman deposited her money into vault, completing the _____.
- E. She could not _____ her credit card until she called it in.

action reaction reenactment transaction activate

KEY
Vocabulary List Two Practice Sheet

1. verto

- A. diversion
- B. reverted
- C. introvert
- D. convertible
- E. aversion

2. scio

- A. conscience
- B. science
- C. unconscious
- D. subconscious
- E. conscientious

3. phobos

- A. phobia
- B. claustrophobia
- C. xenophobia
- D. agoraphobia
- E. hydrophobia

4. caput

- A. captain
- B. caps
- C. capital
- D. caption
- E. capitation

5. acta

- A. reaction
- B. action
- C. reenactment
- D. transaction
- E. activate

Find a Word Activity

Greek and Latin Prefixes, Suffixes, and Roots

Work quietly with one or two other students. Study the list of Greek and Latin Prefixes, Suffixes, and Roots. Put the word parts together to form words that we use today. Look the finished product up in the dictionary and write down the correct spelling and meaning on your own paper. Put all group member names on the paper. Find as many as you can; winners get a prize! An example is:

Geology is the study of the earth.

geo – earth, -ology – study of

aequus - equal
ago, acta - do, things done
alt – high
anthropos - man, human
aqua – water
ars - art
ast – star
auto - self
biblio – book
bio – life
brevis - short
canto - sing
cap – head
caput - head
chron – time
circum - around
clino - to lean, bend
cognito - know
con – together
copia - plenty
credo - believe
culpa - blame
cycl – circle
de – away, off
deca - ten
dem – people
derm - skin
di, duo - two

dis – not
dominus - a lord, master
duco - lead
en – in
ex – away
fido - to trust, believe
flect – bend
form – shape
fundo, fusum - pour, thing poured
genus - kind, origin
geo – earth
gram/graph – write
gress – to walk
hex - six
holos - whole
hyper - over
hypo – under
intro – within
ism – forms noun, “act of, state of”
ist – one who practices
ity – forms nouns from adjectives
ject – to throw
jungo - join
lego, lectum - read, thing read
locus - a place
log – word
loquor - speak

Appendix H, page 2

man – hand	pop – people
mania – madness	porto - carry
medius - middle	positum - placed
ment – forms nouns from verbs	possum - be able
meter – measure	post - after
metry - measure	pre - before
metro - city	pre – in front
micro – small	psych – mind
mis - wrong	pugno - to fight
miss – send	punctum - point
mission - a sending	re – again, back
morior - die	re – intensive
mort – death	rego - to rule
multi - many	rupt – break
nego - deny	scope – see into
nihil - nothing	scrib/script – write
nom – name	se – apart
nov - nine	semi – one half
occido - kill	sect – cut
octo - eight	spec - see
ology – study of	sub - under
pan - all	tele – far away
path – feeling	term – end
pathos - suffering, feeling	terr – land
ped – foot	tetra - four
pendo - weigh, hang	therm – heat
penta - five	tract – pull
per - through	trans - across
phobos – fear	uni – one
phon – sound	vac – empty
photo – light	vert – to turn
plenus - full	voc – voice, call

Examples for Find a Word Activity

The following are some examples of words students may create from the “Find a Word Activity.” This list is not inclusive and should not be used as a grading tool, but rather as a help in guided practice. Share a few examples to get students started on finding their own list of words

Greek/Latin (Meaning)	+ Greek/Latin (Meaning)	= Word we use (Meaning)
<i>act</i> (do, things done)	<i>ist</i> (one who practices)	activist ↓
<i>alt</i> (high)	<i>meter</i> (measure)	altimeter ↓
<i>ast</i> (star)	<i>nom</i> (name)	astronomy
<i>ast</i> (star)	<i>ology</i> (study of)	astrology
<i>auto</i> (self)	<i>graph</i> (write)	autograph
<i>auto</i> (self)	<i>bio</i> (life), <i>graph</i> (write)	autobiography
<i>biblio</i> (book)	<i>graph</i> (write)	bibliography
<i>bio</i> (life)	<i>graph</i> (write)	biography
<i>brevis</i> (short)	<i>ity</i> (noun from adjective)	brevity
<i>chronos</i> (time)	<i>ology</i> (study of)	chronology
<i>circum</i> (around)	<i>spect</i> (see)	circumspect
<i>clino</i> (to lean, bend)	<i>re</i> (again, back)	recline
<i>cognito</i> (know)	<i>re</i> (again, back)	recognize
<i>con</i> (together)	<i>ject</i> (to throw)	conjecture
<i>cycle</i> (circle)	<i>uni</i> (one)	unicycle
<i>de</i> (away, off)	<i>flect</i> (bend)	deflect
	<i>form</i> (shape)	deform
	<i>fusum</i> (pour)	defuse
	<i>ject</i> (to throw)	deject
	<i>porto</i> (carry)	deport
	<i>pend</i> (weigh, hang)	depend
	<i>possum</i> (be able)	depose
	<i>tract</i> (draw, pull)	detract
<i>di</i> (two)	<i>gress</i> (walk)	digress
<i>dis</i> (not)	<i>credo</i> (believe)	discredit
<i>geo</i> (earth)	<i>metry</i> (measure)	geometry
<i>hyper</i> (over)	<i>acta</i> (do)	hyperactive
<i>jungo</i> (join)	<i>con</i> (together)	conjoined
<i>man</i> (hand)	<i>scrib, script</i> (write)	manuscript
<i>micro</i> (small)	<i>scope</i> (see into)	microscope
<i>phon</i> (sound)	<i>graph</i> (write)	phonograph

Appendix I, page 2

Examples for Categories Activity

Look at the following subject headings. Add more, if you wish. Look at the list of Greek and Latin words, below, and assign them to the subject they go with. For example, “geometry” would be under the math heading. Some words may fit two topics. (NOTE: Some words are incomplete in their entry into the table because of space.)

Law	Government	Medicine	Math	Science	Religion	Grammar/Literature	History	Music
abduct	democ	arthritis	addition	chromatic	altar	adjective	colonies	chant
alias	legislat	cerebral	calculus	fungus	minister	antonym	geograph	opera
allegation	Militan	jugular	geometry	larva	pope	biography	holocaust	organ
assault	monarc	nasal	radius	microsc.	theology	homonym	monarchy	song
crime	politica	neuropathy	subtractio	nasal		metaphor	pragmatis	
culpable	politics	optician	theorem	photosyn.		narrative	primeval	
custody	judicia	orthodontist		species		paragraph	primitive	
despot		psychosis		subcutan		prologue	totalitari	
divorce		pulmonary				pronoun		
homicide		subcutaneo				verb		
incarcerat		vaccinate						

abduct
addition
adjective
alias
allegation
altar
antonym
arthritis
assault
biography
calculus
cerebral
chant
chromatic
colonies
crime
culpable
custody
democracy
despot
divorce
fungus
geography

geometry
holocaust
homicide
homonym
incarcerate
judiciary
jugular
larva
legislature
metaphor
microscope
militant
minister
monarchy
narrative
nasal
neuropathy
opera
optician
organ
orthodontist
paragraph
photosynthesis

political
politics
pope
pragmatist
primeval
primitive
prologue
pronoun
psychosis
pulmonary
radius
song
species
subcutaneous
subtraction
testify
theology
theorem
totalitarian
vaccinate
verb

Appendix J

Checklist for Panorama of Greek and Latin Words

Name: _____

Checklist Items	Yes	No
Studied Vocabulary List One for Homework		
1. Vocabulary List 2 Practice Sheet		
• Completed “verto” sentences, dictionary checked		
• Completed “scio” sentences, dictionary checked		
• Completed “phobos” sentences, dictionary checked		
• Completed “caput” sentences, dictionary checked		
• Completed “acta” sentences, dictionary checked		
2. Find a Word Assignment		
• Created words		
• Did a dictionary check for meaning		
• Corrected spelling of final word		
• Wrote the word and meaning on your paper		
3. Categories Assignment		
• Assigned all words to categories, wrote them in table		
Completed all three assignments and turned them in		
Study Skills		
• Worked cooperatively with partner or group, or		
• Worked responsibly as an independent thinker		

Appendix K

Vocabulary List Three

GREEK/LATIN ROOT	MEANING	MODERN WORDS
1. anthropos	man, human being,	anthropology, misanthrope
2. clino	to lean, bend	incline, decline
3. dominus	a lord, master	dominate, dominion
4. holos	whole	holistic, catholic
5. medius	middle	mediate, mediocrity
6. occido	kill	homicide, suicide
7. plenus	full	plenty, plenary
8. punctum	point	punctual, punctuation
9. solus	alone	solo, desolate
10. tractum	drawn, pulled	distract, tractor
11. via	way, road	deviate, viaduct

Appendix L

Vocabulary Master List

GREEK/LATIN ROOT	MEANING	MODERN WORDS
aequus	equal	equal, equation
ago, acta	do, things done	agent, enact, transact
anthropos	man, human being,	anthropology, misanthrope
ars	art	artist, artifact
brevis	short	brevity, abbreviate
canto	sing	chant, cantor
caput	head	captain, decapitate
clino	to lean, bend	incline, decline
cognito	know	cognizant, recognize
copia	plenty	copy, copious
credo	believe	credible, incredulous
culpa	blame	culpable, culprit
dominus	a lord, master	dominate, dominion
duco	lead	abduct, introduce
fido	to trust, believe	confide, infidel
fundo, fusum	pour, thing poured	effusive, transfusion
genus	kind, origin	generic, congenital
holos	whole	holistic, catholic
jungo	join	junction, conjugal
lego, lectum	read, thing read	intellect, legible
locus	a place	local, dislocate
loquor	speak	eloquent, loquacious
medius	middle	mediate, mediocrity
missio	a sending	emissary, mission
morior	die	mortal
nego	deny	negate
nihil	nothing	nihilism, annihilate
occido	kill	homicide, suicide
pathos	suffering, feeling	sympathy, apathy
pendo	weigh, hang	depend, pendant
per	through	perceive, persist, persevere
phobos	fear	phobia, claustrophobia
plenus	full	plenty, plenary
porto	carry	transport, export
positum	placed	position, opposite
possum	be able	possible, potent
pugno	to fight	impugn, pugnacious
punctum	point	punctual, punctuation
rego	to rule	regular, regency

Appendix L, page 2
Vocabulary Master List

GREEK/LATIN ROOT	MEANING	MODERN WORDS
sanguis	blood	sanguine
satis	enough	satisfy
scio	know	science, conscious
solus	alone	solo, desolate
sonus	a sound	unison, consonant
sophos	wise	philosophy, sophomore
spiritus	breath	inspire, spirit
totus	whole	totalitarianism
tractum	drawn, pulled	distract, tractor
usus	use	abuse, utensil
vacuus	empty	evacuate, vacuum
verbum	word	verbal
verto	turn	avert, convert, anniversary
via	way, road	deviate, viaduct

Appendix M

“The Bet”

Anton Chekov

Realms of Gold, vol. 3

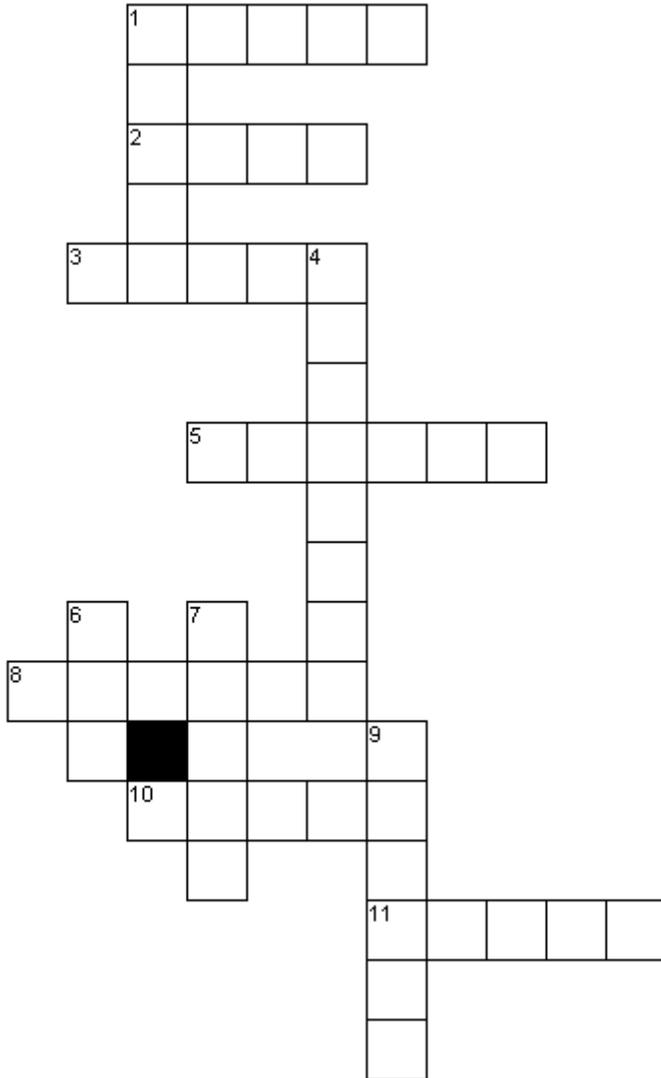
1. capital punishment, p. 48
2. aequus, p. 49
3. solitary, p. 50
4. genius, p. 52
5. science, p.52
6. conscientious, p. 55
7. conscience, p. 55
8. converse, p. 55
9. performed, p. 56
10. immortal, p. 56
11. action, p. 56

Appendix N

Vocabulary List Four

GREEK/LATIN ROOT	MEANING	MODERN WORDS
1. ars	art	artist, artifact
2. cognito	know	cognizant, recognize
3. duco	lead	abduct, introduce
4. jungo	join	junction, conjugal
5. missio	a sending	emissary, mission
6. pathos	suffering, feeling	sympathy, apathy
7. positum	placed	position, opposite
8. rego	to rule	regular, regency
9. sonus	a sound	unison, consonant
10. usus	use	abuse, utensil

Greek and Latin Crossword - List 1



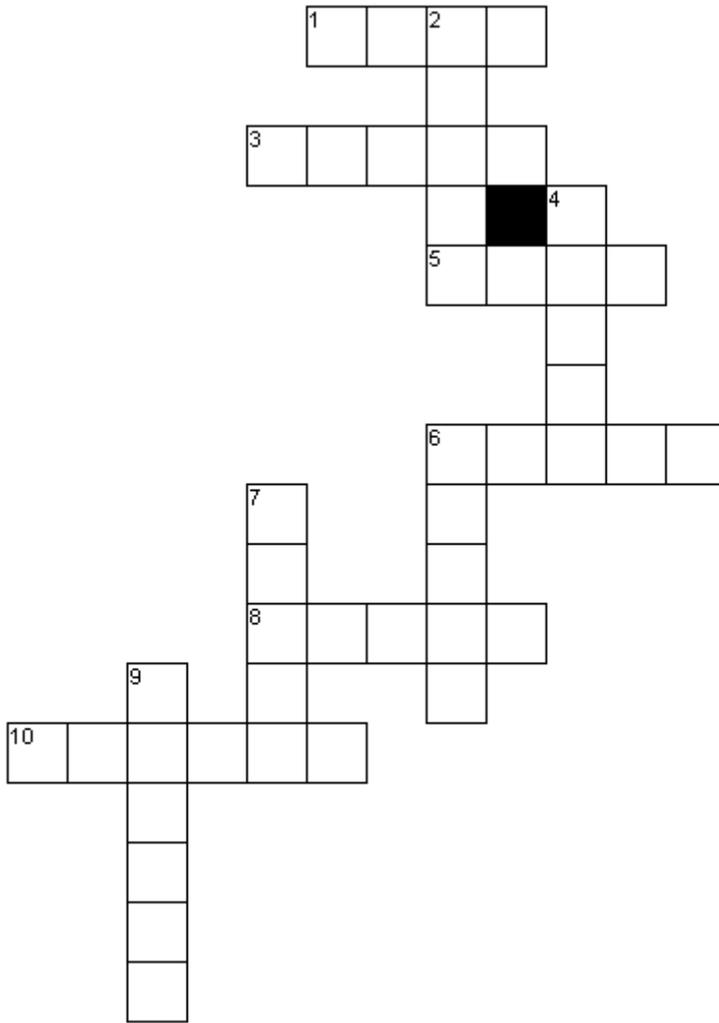
Across

- 1. believe
- 2. deny
- 3. a place
- 5. word
- 8. equal
- 10. pour
- 11. enough

Down

- 1. sing
- 4. breath
- 6. through
- 7. thing poured
- 9. be able

Greek and Latin Crossword - List 2



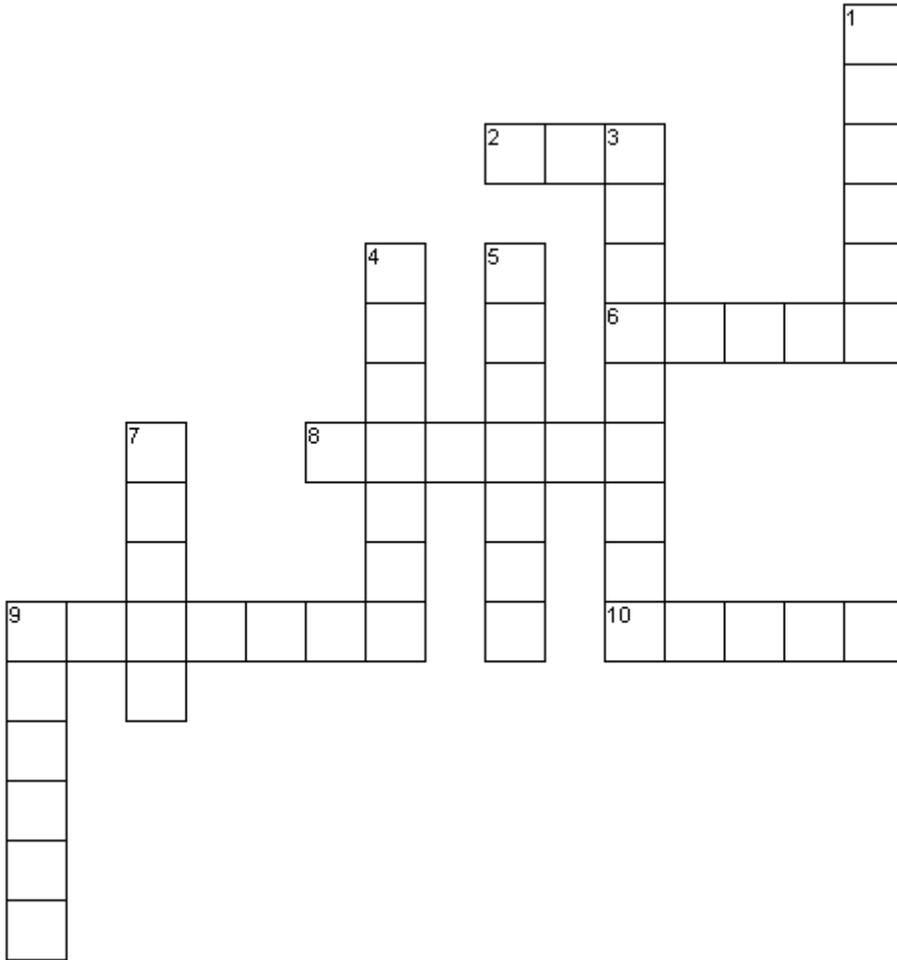
Across

- 1. do things done
- 3. turn
- 5. know
- 6. blame
- 8. kind origin
- 10. fear

Down

- 2. whole
- 4. nothing
- 6. head
- 7. to fight
- 9. speak

Greek and Latin Crossword - List 3



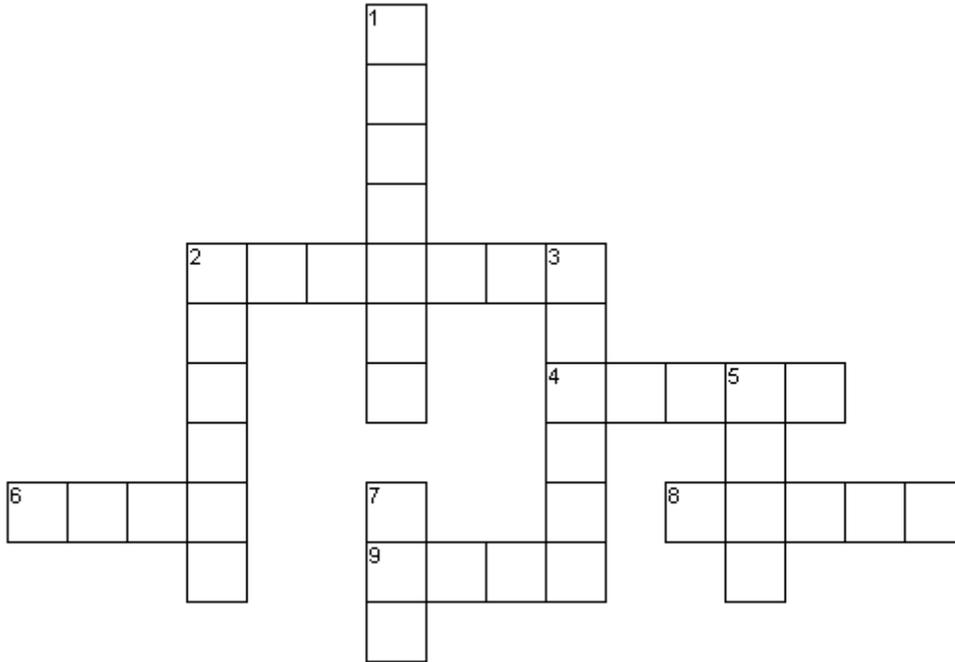
Across

- 2. way road
- 6. whole
- 8. kill
- 9. point
- 10. alone

Down

- 1. middle
- 3. man human being
- 4. drawn pulled
- 5. a lord master
- 7. to lean bend
- 9. full

Greek and Latin Crossword - List 4



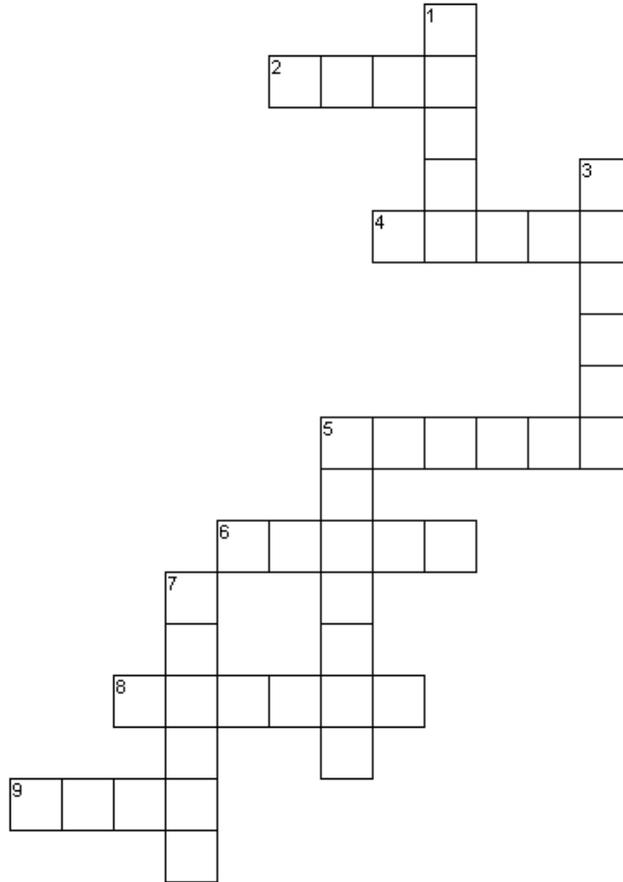
Across

- 2. placed
- 4. a sound
- 6. lead
- 8. join
- 9. to rule

Down

- 1. know
- 2. suffering feeling
- 3. a sending
- 5. use
- 7. art

Greek and Latin Crossword - List 5



Across

- 2. to trust, believe
- 4. plenty
- 5. wise
- 6. weigh, hang
- 8. short
- 9. read, thing read

Down

- 1. carry
- 3. empty
- 5. blood
- 7. die

Greek and Latin Crossword Key

Puzzle 1:

Across:

1. believe-credo
2. deny-nego
3. a place-locus
5. word-verbum
8. equal-aequus
10. pour-fundo
11. enough-satis

Down:

1. sing-canto
4. breath-spiritus
6. through-per
7. thing poured-fusum
9. be able-possum

Puzzle 2:

Across:

1. do, things done-acta
3. turn-vertō
5. know-scio
6. blame-culpa
8. kind, origin-genus
10. fear-phobos

Down

2. whole-totus
4. nothing-nihil
6. head-caput
7. to fight-pugno
9. speak-loquor

Puzzle 3:

Across

2. way, road-via
6. whole-holos
8. kill-occido
9. point-punctum
10. alone-solus

Down

1. middle-medius
3. man, human being-anthropos
4. drawn, pulled-tractum
5. a lord, master-dominus
7. to lean, bend-clino
9. full-plenus

Puzzle 4:

Across

2. placed-positum
4. a sound-sonus
6. lead-duco
8. join-jungo
9. to rule-rego

Down

1. know-cognito
2. suffering, feeling-pathos
3. a sending-missio
5. use-usus
7. art-ars

Puzzle 5:

Across

2. to trust, believe-fido
4. plenty-copia
5. wise-sophos
6. weigh, hang-pendo
8. short-brevis
9. read, thing read-lego

Down

1. carry-porto
3. empty-vacuus
5. blood-sanguis
7. die-morior

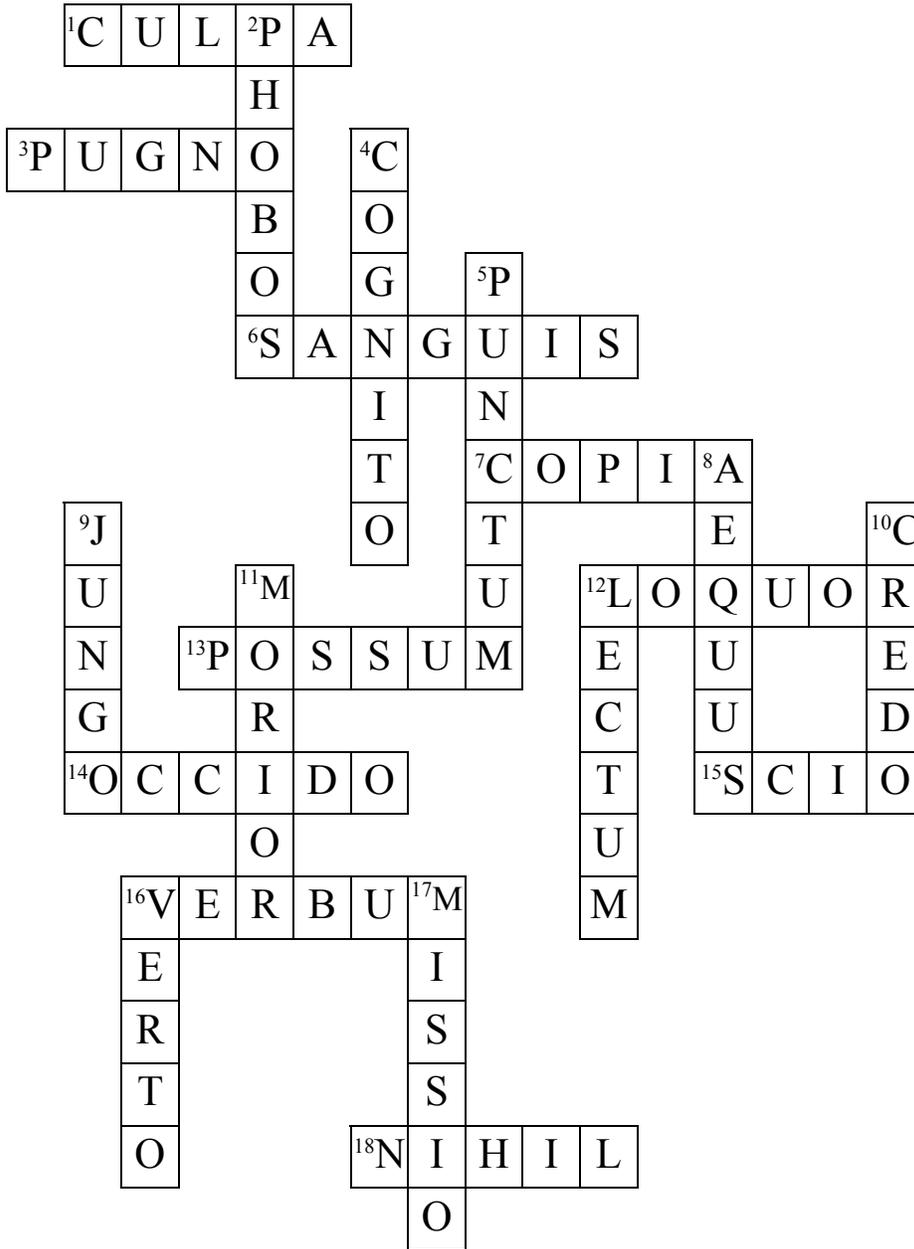
Puzzles made at: www.discoveryschool.com

Appendix P

Vocabulary List Five

GREEK/LATIN ROOT	MEANING	MODERN WORDS
1. brevis	short	brevity, abbreviate
2. copia	plenty	copy, copious
3. fido	to trust, believe	confide, infidel
4. lego, lectum	read, thing read	intellect, legible
5. morior	die	mortal
6. pendo	weigh, hang	depend, pendant
7. porto	carry	transport, export
8. sanguis	blood	sanguine
9. sophos	wise	philosophy, sophomore
10. vacuus	empty	evacuate, vacuum

Appendix Q, page 1
YOU WRITE THE CLUES



Across:

1. _____
3. _____
6. _____
7. _____
12. _____
13. _____
14. _____
15. _____

16. _____
18. _____

Down:

2. _____
4. _____
5. _____
8. _____
9. _____
10. _____
11. _____
12. _____

16. _____
17. _____

YOU WRITE THE CLUES

KEY

Across

1. blame
3. fight
6. blood
7. plenty
12. speak
13. be able
14. kill
15. know
16. word
18. nothing

Down

2. fear
4. know
5. point
8. equal
9. join
10. believe
11. die
12. thing read
16. turn
17. a sending

Linguists, Wordsmiths, and Others Teacher Notes

This lesson is to help students realize that they can master the English language and make it work for them. By reading literature and looking at authors of today's popular works, students can appreciate the need to incorporate new words into their repertoires of skills. Understanding the significance of the Greek and Latin words in English can help them achieve this goal.

Students examined "The Bet," by Anton Chekov. Share with them some other literary masters' work that includes the vocabulary of the unit. Page two of these notes, (Appendix P, page 2) includes the pages in *Twelfth Night*, the Shakespeare play for eighth grade, where some of these Greek and Latin words can be found. This playwright toyed with language; inventing many words and eloquently employing others. Page three (Appendix P) shows similar vocabulary use found in "Letter from a Birmingham Jail," by Dr. Martin Luther King. Whether the writing is fiction or expository, a mastery of vocabulary is essential to a powerful work.

In today's popular culture, the books that spawned a movie giant, *Lord of the Rings*, by J.R.R. Tolkien, can support the eighth grade vocabulary curriculum with enthusiasm! In examining the attitude of Professor Tolkien, students will see the importance of an excellent vocabulary. By the age of ten, Tolkien had created three or four languages. His life long fascination with language began with his learning Greek and Latin at his mother's knee. Today, there is a cult-like fascination with the languages he created for his masterpiece fantasies.

In committing the Greek and Latin vocabulary to memory and employing the rich language provided by these ancient roots, students will be empowered to be successful in their speech and writing. A comparison of terms, below, exemplifies the possibilities. The Greek and Latin additions to English have added eloquence and clarity to the language; students of all ages can benefit from learning the root words. The comparison, below, proves the point.

Anglo-Saxon word	French word	Latin word
Ask	question	interrogate
Fast	Firm	secure, stable
Fear	terror	trepidation, horror
Holy	sacred	consecrated, pious
Kingly	royal	regal
Lawful	loyal	legal
Rise	mount	ascend

Linguists, Wordsmiths, and Others Teacher Notes

Latin/Greek Word	Shakespearean Word
1. canto [L] (sing)	cantons p. 62
2. caput [L] (head)	captain p. 210
3. credo [L] (believe)	decreed p. 66
4. duco [L] (lead)	induced p. 212
5. genus [L] (kind, origin)	genius p. 148
6. medius [L] (middle)	mediate p. 154
7. nego [L] (deny)	negotiate p. 60
8. nego [L] (deny)	negative p. 192
9. per [L] (through)	perchance p. 24
10. per [L] (through)	persuades p. 186
11. positum [L] (placed)	position p. 108
12. positum [L] (placed)	opposite p. 132
13. sanguine [L] (blood)	consanguineous p. 180
14. satis [L] (enough)	satisfaction p. 156
15. scio [L] (know)	conscience p. 118
16. solus [L] (alone)	solemn p. 216
17. solus [L] (alone)	resolute p. 44
18. sonus [L] (a sound)	unsound p. 164
19. usus [L] (use)	usage p. 56
20. usus [L] (use)	usurp p. 56
21. verbum [L] (word)	reverberate p. 62

Shakespeare, William. *Twelfth Night or, What You Will*. Shakespeare Made Easy. Hauppauge, New York: Barrons Educational Series, 1985. ISBN: 0-8120-3604-2.

Linguists, Wordsmiths, and Others Teacher Notes

Letter from a Birmingham Jail Dr. Martin Luther King

Text Vocabulary	Meaning	Greek/Latin Root	
cognizant	to be aware of	cognito	know
conscience	knowledge, feeling of right / wrong	scio	know
articulate	to express clearly	ars	art
impunity	free from punishment	pugno	to fight
pathos	quality that arouses pity, sorrow	pathos	suffering, feeling
legitimate	to make lawful	lego, lectum	read, thing read
solace	easing of grief, loneliness	solus	alone
infanticide	murder of a baby	occido	kill
profundity	marked by intellectual depth	fundo, fusum	pour, thing poured

Marshall, Michael J., Ed. *Realms of Gold*, volume 3, p. 232

Essay Self Check List and

Scoring Rubric for Essay on Greek and Latin Words

Plan an essay about the importance of ancient Greek and Latin to the development of the English language. Create an informal outline, providing evidence for support in your paper, and finally, writing a three paragraph essay about this topic. You may to include information from your notes on the history of English, ideas from class discussion, and realizations you have had from studying how many words are created from ancient root words. Have another student read over your outline before you write your draft. Fill out the checklist, below, as you work on this assignment. Read over the rubric to further understand the focus of this assignment.

When your essay is complete, score your paper using the rubric provided. Turn in your essay, your rubric, and your checklist.

Self Check List for Essay	Yes	No
Informal outline created		
Peer editing of information in informal outline		
Introductory paragraph		
Topic sentence formulated for introductory paragraph		
Purpose of essay clearly stated in introduction		
Body of the essay		
Supporting details given in complete sentences		
Evidence to substantiate details included		
Conclusion		
Focus of paper restated		
Closure given to topic		
Mechanics		
Spelling and grammar checked for accuracy		
Style		
Varied sentences		

Scoring Rubric for Essay on Greek and Latin Words

CATEGORY	9-10 Points	7-8 Points	5-6 points	4 points
Introduction (Organization) (10 points)	Inviting, states the main topic and previews the structure of the paper.	Clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	States the main topic, but does not preview the structure of the paper, not inviting to the reader.	No clear introduction of the main topic or structure of the paper.
Body (10 points)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the essay is unsupported.	Supporting details and information are relevant, but several key issues or portions of the essay are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Conclusion (Organization) (10 points)	Strong and leaves the reader with a feeling that they understand what the writer is "getting at."	Recognizable and ties up almost all the loose ends.	Recognizable, but does not tie up several loose ends.	No clear conclusion, the paper just ends.
Mechanics (10 points)	No errors in grammar or spelling that distract the reader from the content.	Few (one-two) errors in grammar or spelling that distract the reader from the content.	Some (three-four) errors in grammar or spelling that distract the reader from the content.	More than four errors in grammar or spelling that distract the reader from the content.
Style (10 points)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Final Grade and Comments: (Total possible: 50 Points)				

Appendix T

Flip Chart Study Guide

**Greek and Latin Word Flip Chart Study Guide
Directions**

Paper is cut in 1/2-sheets of 8 1/2 x 11 size copy paper, different colors. Sheets are cut with each subsequent piece a little shorter than the last and stacked with largest piece on the bottom, as shown, below. The Greek/Latin root word is written on the “flap.” Word meanings and sample present day derivatives are written on the page, concealed under the page stacked above. Students can share stacks of colorful paper, with one student having the design cut, below, and the other student having the paper with the opposing cuts.

Greek / Latin
Root Word Here

↑↑↑↑↑ Staple the Stack of papers across the top, here ↑↑↑↑↑

Greek / Latin
Root Word Here

Greek / Latin
Root Word Here

Greek / Latin
Root Word Here

Greek and Latin Root Words Test

(100 Points)

I. Match the roots on the left with the definitions on the right. Put the letter of the correct answer in the space provided. (This section is 50 points; 2 points each.)

- | | |
|------------------------|-----------------------|
| 1. ____ anthropos | A. breath |
| 2. ____ solus | B. alone |
| 3. ____ spiritus | C. man, human |
| 4. ____ loquor | D. fear |
| 5. ____ duco | E. be able |
| 6. ____ nego | F. pour, thing poured |
| 7. ____ verto | G. lord and master |
| 8. ____ phobos | H. word |
| 9. ____ possum | I. enough |
| 10. ____ credo | J. deny |
| 11. ____ dominus | K. die |
| 12. ____ verbum | L. way, road |
| 13. ____ satis | M. read, thing read |
| 14. ____ rego | N. turn |
| 15. ____ pugno | O. a sending |
| 16. ____ via | P. a place |
| 17. ____ fundo, fustum | Q. believe |
| 18. ____ cognito | R. speak |
| 19. ____ caput | S. kill |
| 20. ____ missio | T. sound |
| 21. ____ sonus | U. know |
| 22. ____ locus | V. lead |
| 23. ____ occido | W. head |
| 24. ____ lego, lectum | X. to fight |
| 25. ____ morior | Y. rule |

Appendix U, page 2

II. Multiple choice: circle the letter of the correct answer. (This section is 30 points; 2 points each.)

1. The root word *aequus* means:
 - A. Water
 - B. Equal
 - C. Under
 - D. Focus

2. The root word that means “point” is:
 - A. Possum
 - B. Positum
 - C. Punctum
 - D. Pugno

3. The words sympathy and apathy come from the root that means:
 - A. Suffering, feeling
 - B. Joyous, celebrating
 - C. Angry, stubborn
 - D. Selfish, greedy

4. The root word that means to trust or believe is:
 - A. Polygraphus
 - B. Fido
 - C. Fusum
 - D. Fundo

5. The root word *ars* means:
 - A. One who starts fires
 - B. Poison, like arsenic
 - C. A suffix, as in stars or Mars
 - D. Art

6. The root word that means many or plenty is:
 - A. Copia
 - B. Cognito
 - C. Caput
 - D. Culpa

7. The root word *medius* means:
 - A. Beginning
 - B. Middle
 - C. Ending
 - D. Introduction

Appendix U, page 3

8. The words abuse, utensil, and utilization come from the root word that means:
 - A. Extraordinary
 - B. Empty
 - C. Use
 - D. Vacuum

9. The root word *brevis* means:
 - A. To sing
 - B. To pitch
 - C. Tall
 - D. Short

10. The root word that means “to lean or bend” is:
 - A. Credo
 - B. Caput
 - C. Copia
 - D. Clino

11. The words enact, agent, transact and react come from the root words that mean:
 - A. Kind, origin
 - B. To trust, believe
 - C. Read, thing read
 - D. Do, things done

12. The root word *holos* means:
 - A. Pit
 - B. Trench
 - C. Whole
 - D. Ravine

13. The root word that means “nothing” is:
 - A. Nihil
 - B. Nego
 - C. Morior
 - D. Phobos

14. The words that come from *plenus* include:
 - A. Plants, plastic, pleasant
 - B. Plenty, plethora, plentitude
 - C. Please, plop, plan
 - D. All of the above

Appendix U, page 4

15. The prefix *per* means:
A. Over
B. Under
C. Through
D. Around

III. Fill in the blank with the root word that completes the sentence. (This section is 20 points; 2 points each.)

canto	culpa	genus	jungo	porto
scio	sophos	totus	tractum	vacuus

1. The root word that means “carry” is: _____.
2. “Drawn or pulled” is the meaning of the root word: _____.
3. If someone wants to discuss blame or guilt, they need the root word: _____.
4. The root word that means “wise” is: _____.
5. This word means “know” and has many words referring to the mind: _____.
6. A choir might perform for an audience using this root word: _____.
7. The root word that means “empty” is: _____.
8. If we talk about the kind or origin of something, the word we need is: _____.
9. The root word that means whole is: _____.
10. The word that means “join” is: _____.

.....

CHALLENGE QUESTIONS: The following activity is optional. Define the root words below and write down one word that we use today from the root word. (2 points each, extra credit)

1. pendo
2. positum
3. sanguis

Greek and Latin Root Words Test KEY

I. Matching

1. C
2. B
3. A
4. R
5. V
6. J
7. N
8. D
9. E
10. Q
11. G
12. H
13. I
14. Y
15. X
16. L
17. F
18. U
19. W
20. O
21. T
22. P
23. S
24. M
25. K

II. Multiple Choice

1. B
2. C
3. A
4. B
5. D
6. A
7. B
8. C
9. D
10. D
11. D
12. C
13. A
14. B
15. C

III. Fill in the Blank

1. porto
2. tractum
3. culpa
4. sophos
5. scio
6. canto
7. vacuus
8. genus
9. totus
10. jungo

CHALLENGE:

(words for today may vary)

1. **pendo** – weigh, hang
pendulum
2. **positum** – placed
position
3. **sanguis** – blood
sanguine

Extend the Learning

The unit on Greek and Latin Root Words will end with the final test, but drawing students' attention to the inclusion of Greek and Latin in the English language should continue all year. Below are some activities for reviewing these vocabulary words throughout the school year.

1. **Graffiti posters** – Tell students *graffito*, or *graffiti*, plural, means “a little scratching” in Italian. Use a website, such as: www.davis.k12.ut.us/ffjh/thompson/cells.htm, to obtain lists of Greek and Latin root words. Students make posters with the root in the center and words that can be made from the root sporadically etched around the root. The poster should be somewhat artistic and include many words from the root. One example is: *anim*, meaning life/spirit. Students may include animal, animate, inanimate, etc, for words surrounding the root.
2. **Word Tapestries** – A variation on the above, have students create an artistic drawing of a root word and hide present day derivations in an artistic design surrounding the root.
3. **Root Word Flash Cards** – As suggested by Lundquist in *English from the Roots Up*, a teacher-made deck of index cards with a root word written boldly, with a marker, on one side and the meaning on the back of the card can be a quick review when a few minutes of class remain. To extend the knowledge, make cards with the 6th and 7th grade Greek and Latin vocabulary words, from the *Core Knowledge Sequence*, p. 134-135, and p. 158-159, and have students practice these, as well.
4. **Focus Lessons** – A few minutes introducing a concept will make an impression on students when they see constant review in everyday words. Share a short list of prefixes or suffixes and have students look for these in their reading. Examples:

Prefixes: se – apart	re – again, intensive	con – together
pre – in front of	dis – not	ex – away

5. **Weird plurals from Greek and Latin roots** – Introduce students to these plural forms. An added bonus may be increased success in spelling.

us/i	a/ae	um/a	x/ces
syllabus/syllabi	antenna/antennae	cranium/crania	index/indices
radius/radii	larva/larvae	millenium/millennia	appendix/appendices

6. **Greek and Latin One-a-Days** – Introduce a word every day, as an opening activity, and have students decode the word from the prefixes and suffixes they have learned, (e.g.) automobile, television, etc.

Appendix V, page 2

7. **Word Search Puzzles** – These are easy to make and fun for students, with the value in keeping Greek and Latin roots prevalent in the adolescent attention span. Go to www.discoveryschool.com to make free puzzles.
8. **Rummy Roots** – Available for purchase from the following website: www.kingsharvest.com/catalog/rummyroots.html, is a card game that helps students learn root meanings by playing a simple card game. This game is similar to “Go Fish.”
9. **Literature and Movie Discussion** – Many books and movies contain references to Greek and Latin vocabulary and mythology, another source of English words. Discuss these as time permits. The current book/movie series, *Harry Potter*, by J.K. Rowling, includes many Greek and Latin words and roots. Bringing this to students’ attention will keep the review current. A few terms, below, are from the Harry Potter books. Encourage students to look up these roots in a Greek/Latin dictionary or web source. Have them think of other words that come from these, (e.g.), imperium – imperial, etc.

accio - I summon, call to me

arduus - steep, high

arma - weapons, armour

augeo - I increase

dens - a tooth

dormio - I sleep (dormiens is a present participle : sleeping)

draco - a snake or dragon

ex - out of, from

expello - I send away

expectoro - I send out from my chest / heart (pectus means chest or heart)

expecto - I wait for / expect / need

Hermes - the (Greek) name of the Messenger god (his Roman name is Mercury)

imperium - power, area of supreme authority

impero - I order or command

incendium - a fire

incendo - I kindle, set alight

levo - I make light. (levitas = lightness)

lumen - light

ludo - I play

nox - night, darkness

nunquam (or numquam) - never

patronus - a protector or sponsor

Sirius - the Roman name for the star known as the Dog-star

Adapted from: <http://www.pyrrha.demon.co.uk/spot.html#latvoc>