Greek and Latin Root Words

Grade Level: 8th Grade Language Arts
Written by: Donna Seekamp, Aurora Academy Charter School, Aurora, CO
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 résistance 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 savior 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
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)
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 *savior 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
4. Copies of Appendix P: Vocabulary List Five, available for all students
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 savior 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

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.
Appendix A, page 2

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)
Appendix A, page 3

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.

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

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

\[
\text{medius terra (Latin)}
\]
\[
\text{middle land (English)}
\]

- 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
Appendix B, page 2

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

Greek and Latin Root Words
Word Web Example

 believemincrediblecredence
credibility

I doubt his credibility because he lies.
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**

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

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

<table>
<thead>
<tr>
<th>Greek/Latin (Meaning) + Greek/Latin (Meaning) =</th>
<th>Word we use (Meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>act</em> (do, things done) + <em>ist</em> (one who practices)</td>
<td>activist ↓</td>
</tr>
<tr>
<td><em>alt</em> (high) + <em>meter</em> (measure)</td>
<td>altimeter ↓</td>
</tr>
<tr>
<td><em>ast</em> (star) + <em>nom</em> (name)</td>
<td>astronomy</td>
</tr>
<tr>
<td><em>ast</em> (star) + <em>ology</em> (study of)</td>
<td>astrology</td>
</tr>
<tr>
<td><em>auto</em> (self) + <em>graph</em> (write)</td>
<td>autograph</td>
</tr>
<tr>
<td><em>auto</em> (self) + <em>bio</em> (life), <em>graph</em> (write)</td>
<td>autobiography</td>
</tr>
<tr>
<td><em>biblio</em> (book) + <em>graph</em> (write)</td>
<td>bibliography</td>
</tr>
<tr>
<td><em>bio</em> (life) + <em>graph</em> (write)</td>
<td>biography</td>
</tr>
<tr>
<td><em>brevis</em> (short) + <em>ity</em> (noun from adjective)</td>
<td>brevity</td>
</tr>
<tr>
<td><em>chronos</em> (time) + <em>ology</em> (study of)</td>
<td>chronology</td>
</tr>
<tr>
<td><em>circum</em> (around) + <em>spect</em> (see)</td>
<td>circumspect</td>
</tr>
<tr>
<td><em>clino</em> (to lean, bend) + <em>re</em> (again, back)</td>
<td>recline</td>
</tr>
<tr>
<td><em>cognito</em> (know) + <em>re</em> (again, back)</td>
<td>recognize</td>
</tr>
<tr>
<td><em>con</em> (together) + <em>ject</em> (to throw)</td>
<td>conjecture</td>
</tr>
<tr>
<td><em>cycle</em> (circle) + <em>uni</em> (one)</td>
<td>unicycle</td>
</tr>
<tr>
<td><em>de</em> (away, off) + <em>flect</em> (bend)</td>
<td>deflect</td>
</tr>
<tr>
<td><em>form</em> (shape)</td>
<td>deform</td>
</tr>
<tr>
<td><em>fusum</em> (pour)</td>
<td>defuse</td>
</tr>
<tr>
<td><em>ject</em> (to throw)</td>
<td>eject</td>
</tr>
<tr>
<td><em>porto</em> (carry)</td>
<td>deport</td>
</tr>
<tr>
<td><em>pend</em> (weigh, hang)</td>
<td>depend</td>
</tr>
<tr>
<td><em>possum</em> (be able)</td>
<td>depose</td>
</tr>
<tr>
<td><em>tract</em> (draw, pull)</td>
<td>detract</td>
</tr>
<tr>
<td><em>di</em> (two) + <em>gress</em> (walk)</td>
<td>digress</td>
</tr>
<tr>
<td><em>dis</em> (not) + <em>credo</em> (believe)</td>
<td>discredit</td>
</tr>
<tr>
<td><em>geo</em> (earth) + <em>metry</em> (measure)</td>
<td>geometry</td>
</tr>
<tr>
<td><em>hyper</em> (over) + <em>acta</em> (do)</td>
<td>hyperactive</td>
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<tr>
<td><em>jungo</em> (join) + <em>con</em> (together)</td>
<td>conjoined</td>
</tr>
<tr>
<td><em>man</em> (hand) + <em>scrib, script</em> (write)</td>
<td>manuscript</td>
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<tr>
<td><em>micro</em> (small) + <em>scope</em> (see into)</td>
<td>microscope</td>
</tr>
<tr>
<td><em>phon</em> (sound) + <em>graph</em> (write)</td>
<td>phonograph</td>
</tr>
</tbody>
</table>
Appendix I, page 1

Categories

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.

<table>
<thead>
<tr>
<th>Law</th>
<th>Government</th>
<th>Medicine</th>
<th>Math</th>
<th>Science</th>
<th>Religion</th>
<th>Grammar/Literature</th>
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</table>
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.)

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<tr>
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<td>addition</td>
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<td></td>
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<td></td>
<td>subcutaneous</td>
<td></td>
<td></td>
<td>verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>incarcerat</td>
<td></td>
<td>vaccine</td>
<td></td>
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abduct
addition
adjective
alias
allegation
altar
antonym
arthritis
assault
biography
calculus
cerebral
chant
chromatic
colonies
crime
culpable
custody
democracy
despot
divorce
fungus
geography

government
holocaust
homicide
homonym
inincarcerate
jugular
larva
legislature
metaphor
microscope
militant
minister
monarchy
narrative
nasal
neuropathy
opera
orthodontist
paragraph
photosynthesis
political
politics
pope
pragmatist
primeval
primitive
pronoun
psychosis
pulmonary
radius
song
species
subcutaneous
subtraction
testify
theology
theorem
totalitarian
vaccinate
verb
Checklist for Panorama of Greek and Latin Words

Name: ______________________

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

### Vocabulary List Three

<table>
<thead>
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<th>GREEK/LATIN ROOT</th>
<th>MEANING</th>
<th>MODERN WORDS</th>
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<tr>
<td>anthropos</td>
<td>man, human being,</td>
<td>anthropology, misanthrope</td>
</tr>
<tr>
<td>clino</td>
<td>to lean, bend</td>
<td>incline, decline</td>
</tr>
<tr>
<td>dominus</td>
<td>a lord, master</td>
<td>dominate, dominion</td>
</tr>
<tr>
<td>holos</td>
<td>whole</td>
<td>holistic, catholic</td>
</tr>
<tr>
<td>medius</td>
<td>middle</td>
<td>mediate, mediocrity</td>
</tr>
<tr>
<td>occido</td>
<td>kill</td>
<td>homicide, suicide</td>
</tr>
<tr>
<td>plenus</td>
<td>full</td>
<td>plenty, plenary</td>
</tr>
<tr>
<td>punctum</td>
<td>point</td>
<td>punctual, punctuation</td>
</tr>
<tr>
<td>solus</td>
<td>alone</td>
<td>solo, desolate</td>
</tr>
<tr>
<td>tractum</td>
<td>drawn, pulled</td>
<td>distract, tractor</td>
</tr>
<tr>
<td>via</td>
<td>way, road</td>
<td>deviate, viaduct</td>
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</table>
# Appendix L

## Vocabulary Master List

<table>
<thead>
<tr>
<th>GREEK/LATIN ROOT</th>
<th>MEANING</th>
<th>MODERN WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>aequus</td>
<td>equal</td>
<td>equal, equation</td>
</tr>
<tr>
<td>ago, acta</td>
<td>do, things done</td>
<td>agent, enact, transact</td>
</tr>
<tr>
<td>anthropos</td>
<td>man, human being,</td>
<td>anthropology, misanthrope</td>
</tr>
<tr>
<td>ars</td>
<td>art</td>
<td>artist, artifact</td>
</tr>
<tr>
<td>brevis</td>
<td>short</td>
<td>brevity, abbreviate</td>
</tr>
<tr>
<td>canto</td>
<td>sing</td>
<td>chant, cantor</td>
</tr>
<tr>
<td>caput</td>
<td>head</td>
<td>captain, decapitate</td>
</tr>
<tr>
<td>clino</td>
<td>to lean, bend</td>
<td>incline, decline</td>
</tr>
<tr>
<td>cognito</td>
<td>know</td>
<td>cognizant, recognize</td>
</tr>
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<td>copia</td>
<td>plenty</td>
<td>copy, copious</td>
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<tr>
<td>credo</td>
<td>believe</td>
<td>credible, incredulous</td>
</tr>
<tr>
<td>culpa</td>
<td>blame</td>
<td>culpable, culprit</td>
</tr>
<tr>
<td>dominus</td>
<td>a lord, master</td>
<td>dominate, dominion</td>
</tr>
<tr>
<td>duco</td>
<td>lead</td>
<td>abduct, introduce</td>
</tr>
<tr>
<td>fido</td>
<td>to trust, believe</td>
<td>confide, infidel</td>
</tr>
<tr>
<td>fundo, fusum</td>
<td>pour, thing poured</td>
<td>effusive, transfusion</td>
</tr>
<tr>
<td>genus</td>
<td>kind, origin</td>
<td>generic, congenital</td>
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<tr>
<td>holos</td>
<td>whole</td>
<td>holistic, catholic</td>
</tr>
<tr>
<td>jungo</td>
<td>join</td>
<td>junction, conjugal</td>
</tr>
<tr>
<td>lego, lectum</td>
<td>read, thing read</td>
<td>intellect, legible</td>
</tr>
<tr>
<td>locus</td>
<td>a place</td>
<td>local, dislocate</td>
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<tr>
<td>loquor</td>
<td>speak</td>
<td>eloquent, loquacious</td>
</tr>
<tr>
<td>medius</td>
<td>middle</td>
<td>mediate, mediocrity</td>
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<td>missio</td>
<td>a sending</td>
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<td>die</td>
<td>mortal</td>
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<td>nego</td>
<td>deny</td>
<td>negate</td>
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<td>nothing</td>
<td>nihilism, annihilate</td>
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<tr>
<td>occido</td>
<td>kill</td>
<td>homicide, suicide</td>
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<tr>
<td>pathos</td>
<td>suffering, feeling</td>
<td>sympathy, apathy</td>
</tr>
<tr>
<td>pendo</td>
<td>weigh, hang</td>
<td>depend, pendant</td>
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<td>per</td>
<td>through</td>
<td>perceive, persist, persevere</td>
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<tr>
<td>phobos</td>
<td>fear</td>
<td>phobia, claustrophobia</td>
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<tr>
<td>plenus</td>
<td>full</td>
<td>plenty, plenary</td>
</tr>
<tr>
<td>porto</td>
<td>carry</td>
<td>transport, export</td>
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<tr>
<td>positum</td>
<td>placed</td>
<td>position, opposite</td>
</tr>
<tr>
<td>possuum</td>
<td>be able</td>
<td>possible, potent</td>
</tr>
<tr>
<td>pugno</td>
<td>to fight</td>
<td>impugn, pugnacious</td>
</tr>
<tr>
<td>punctum</td>
<td>point</td>
<td>punctual, punctuation</td>
</tr>
<tr>
<td>rego</td>
<td>to rule</td>
<td>regular, regency</td>
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# Appendix L, page 2

## Vocabulary Master List

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

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<td>1. ars</td>
<td>art</td>
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<td>2. cognito</td>
<td>know</td>
<td>cognizant, recognize</td>
</tr>
<tr>
<td>3. duco</td>
<td>lead</td>
<td>abduct, introduce</td>
</tr>
<tr>
<td>4. jungo</td>
<td>join</td>
<td>junction, conjugal</td>
</tr>
<tr>
<td>5. missio</td>
<td>a sending</td>
<td>emissary, mission</td>
</tr>
<tr>
<td>6. pathos</td>
<td>suffering, feeling</td>
<td>sympathy, apathy</td>
</tr>
<tr>
<td>7. positum</td>
<td>placed</td>
<td>position, opposite</td>
</tr>
<tr>
<td>8. rego</td>
<td>to rule</td>
<td>regular, regency</td>
</tr>
<tr>
<td>9. sonus</td>
<td>a sound</td>
<td>unison, consonant</td>
</tr>
<tr>
<td>10. usus</td>
<td>use</td>
<td>abuse, utensil</td>
</tr>
</tbody>
</table>
Across  
1. believe  
2. deny  
3. a place  
4. breath  
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
Appendix O, page 3

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

Appendix O, page 3
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
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
Appendix O, page 6

Greek and Latin Crossword Key

Puzzle 1:

Across:
1. believe-credo
2. deny-nego
3. a place-locus
4. breath-spiritus
5. word-verbum
6. through-per
7. thing poured-fusum
8. equal-aequus
9. be able-possum
10. pour-fundo
11. enough-satis

Down:
1. sing-canto
2. breath-spiritus
4. through-per
7. thing poured-fusum

Puzzle 2:

Across:
1. do, things done-acta
3. turn-vero
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-domus
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

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

Across:
1. ____________ 16. ____________
3. ____________ 18. ____________
6. ____________
7. ____________
12. ____________
13. ____________
14. ____________
15. ____________

Down:
2. ____________ 17. ____________
4. ____________
5. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
### YOU WRITE THE CLUES

#### KEY

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
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</thead>
<tbody>
<tr>
<td>1. blame</td>
<td>2. fear</td>
</tr>
<tr>
<td>3. fight</td>
<td>4. know</td>
</tr>
<tr>
<td>6. blood</td>
<td>5. point</td>
</tr>
<tr>
<td>7. plenty</td>
<td>8. equal</td>
</tr>
<tr>
<td>12. speak</td>
<td>9. join</td>
</tr>
<tr>
<td>13. be able</td>
<td>10. believe</td>
</tr>
<tr>
<td>14. kill</td>
<td>11. die</td>
</tr>
<tr>
<td>15. know</td>
<td>12. thing read</td>
</tr>
<tr>
<td>16. word</td>
<td>16. turn</td>
</tr>
<tr>
<td>18. nothing</td>
<td>17. a sending</td>
</tr>
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</table>
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.

<table>
<thead>
<tr>
<th>Anglo-Saxon word</th>
<th>French word</th>
<th>Latin word</th>
</tr>
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<tbody>
<tr>
<td>Ask</td>
<td>question</td>
<td>interrogate</td>
</tr>
<tr>
<td>Fast</td>
<td>Firm</td>
<td>secure, stable</td>
</tr>
<tr>
<td>Fear</td>
<td>terror</td>
<td>trepidation, horror</td>
</tr>
<tr>
<td>Holy</td>
<td>sacred</td>
<td>consecrated, pious</td>
</tr>
<tr>
<td>Kingly</td>
<td>royal</td>
<td>regal</td>
</tr>
<tr>
<td>Lawful</td>
<td>loyal</td>
<td>legal</td>
</tr>
<tr>
<td>Rise</td>
<td>mount</td>
<td>ascend</td>
</tr>
</tbody>
</table>
### Appendix R, page 2

**Linguists, Wordsmiths, and Others**  
**Teacher Notes**

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

### Appendix R, page 3

#### Linguists, Wordsmiths, and Others

**Teacher Notes**

Letter from a Birmingham Jail  
Dr. Martin Luther King

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

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.

<table>
<thead>
<tr>
<th>Self Check List for Essay</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal outline created</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer editing of information in informal outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introductory paragraph</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic sentence formulated for introductory paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose of essay clearly stated in introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body of the essay</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details given in complete sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence to substantiate details included</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus of paper restated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure given to topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling and grammar checked for accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied sentences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Scoring Rubric for Essay on Greek and Latin Words

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

**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.

↑↑↑↑↑ Staple the Stack of papers across the top, 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
2. ____ solus
3. ____ spiritus
4. ____ loquor
5. ____ duco
6. ____ nego
7. ____ verto
8. ____ phobos
9. ____ possum
10. ____ credo
11. ____ dominus
12. ____ verbum
13. ____ satis
14. ____ rego
15. ____ pugno
16. ____ via
17. ____ fundo, fusum
18. ____ cognito
19. ____ caput
20. ____ missio
21. ____ sonus
22. ____ locus
23. ____ occido
24. ____ lego, lectum
25. ____ morior

A. breath
B. alone
C. man, human
D. fear
E. be able
F. pour, thing poured
G. lord and master
H. word
I. enough
J. deny
K. die
L. way, road
M. read, thing read
N. turn
O. a sending
P. a place
Q. believe
R. speak
S. kill
T. sound
U. know
V. lead
W. head
X. to fight
Y. rule
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, plenitude
    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.)

<table>
<thead>
<tr>
<th>canto</th>
<th>culpa</th>
<th>genus</th>
<th>jungo</th>
<th>porto</th>
</tr>
</thead>
<tbody>
<tr>
<td>scio</td>
<td>sophos</td>
<td>totus</td>
<td>tractum</td>
<td>vacuus</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>us/i</th>
<th>a/ae</th>
<th>um/a</th>
<th>x/ces</th>
</tr>
</thead>
<tbody>
<tr>
<td>syllabus/syllabi</td>
<td>antenna/antennae</td>
<td>cranium/crania</td>
<td>index/indices</td>
</tr>
<tr>
<td>radius/radii</td>
<td>larva/larvae</td>
<td>millenium/millennia</td>
<td>appendix/appendices</td>
</tr>
</tbody>
</table>

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.
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](http://www.discoveryschool.com) to make free puzzles.

8. **Rummy Roots** – Available for purchase from the following website: [www.kingsharvest.com/catalog/rummyroots.html](http://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
- exspecto - 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](http://www.pyrrha.demon.co.uk/spot.html#latvoc)