Grades 4-12

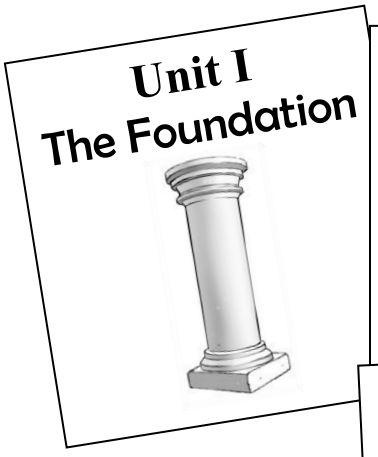
WORD ARCHEOLOGY

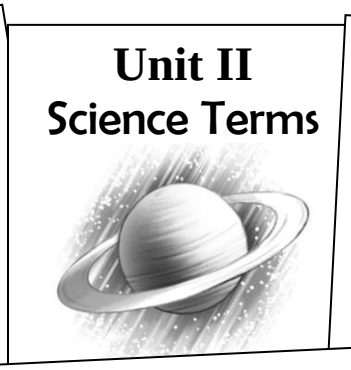
by REBECCA LOCKLEAR

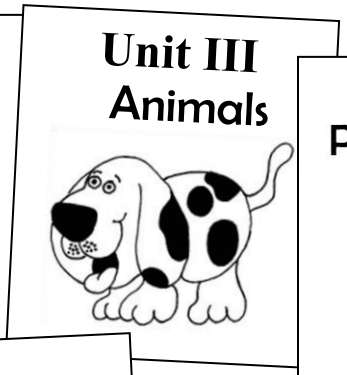
Word Archeology is a flexible, once-a-week set of 39 lessons. (4th and 5th graders may do units I, II, while 6th-12th do all units.) Students learn----

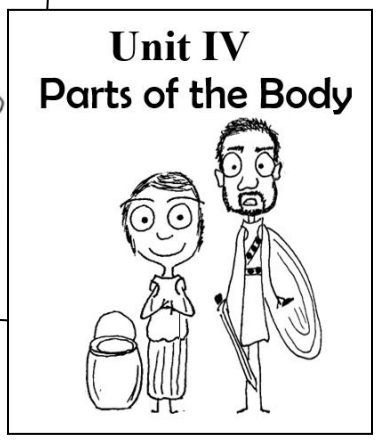
- 123 root words (plus derivatives)
- 26 common Latin sayings and 21 spoken words
- 41 Latin abbreviations
- 40 prefixes

All of this is through games, activities, and workbook pages. Students become fascinated with the insides of words!









LATIN + GREEK PREVIEW

The Foundation: Lesson 6 Teacher Plan

100 Names

- Sing the whole Greek alphabet.
- If you assigned something as homework, such as #4 of Draw the Sentences, be sure to review it at the start of class.

I. Roots *Student pg. 35

A. ***centum*** **L. a hundred** **N.B.** *Centi-* is also a prefix.

1. cent – 100th of a dollar, penny
2. century – period of 100 years
3. centurion – commander of Roman military unit (originally 100 men)
4. Centennial Park – park names to celebrate a 100th anniversary
5. centipede (*pedis* L.= foot) – arthropod with many legs
   N.B. Students will learn *pedis/pes* in Unit 4.
6. percentage – number based on a hundred points
   N.B. Some students will ask if the word "center" has to do with a hundred. That word comes from *kentro* G.= a point, not from *centi-*.

B. ***nomen*** **L. name**

1. nominate – to suggest a name for office, to call by name
2. denomination – a class, category or kind, like coins; religious body
3. *nom de plume* Fr. – a "pen" name (e.g., Mark Twain/Samuel Clemens)
   N.B. *Nom de plume* is a French phrase: *nom* L.= name, *de* L.= of, *plume* L.= feather.
4. pseudonym (*pseudo* G.= false; *-nym* G.= name) – fictitious or pen name
   N.B. Some think *anonymous* meaning "no name known," comes from *nomen* L.= name; however, *anonymous* is Greek (*an-* G.= without; *onyma* G.= name).
   N.B. In the textbox pg. 35, *misnomer* Fr.= misnamed.

> 1924 Originally given the **misnomer** of "Christmas Parade," the [Macy's] Thanksgiving day event got its start when first generation immigrants…celebrated their new all-American holiday by caravanning animals from the Central Park Zoo to the Herald Square store. from "Portrait of America" *Country Living* 2014

IIa. Verbum Bonum *Student pg. 35

bona fide (BOH-nah-fide) = in good faith, genuine (*bon* L.= good; *fide* L.= faithful, trusting)

III. Prefixes *Student pg. 36

1) **bi-** L. = two **N.B.** For reference: *duo* L.= two, as in duet; *di-* G.= two

N.B. Students don't need to write the definitions, just the words, but students and teacher should come up with what the words mean. Some students write notes near the words to help remember the meaning.

WORDS: biannual (*annus* L.= year) – twice a year
biathlon – winter sport with skiing and rifle marksmanship
biceps – muscle with two points of origin
biennial (*annus* L.= year) – twice a year
bifocals – glasses with two kinds of lenses
bilateral – involving two sides
bilingual (*lingua* L.= tongue) – speaking two languages
binomial – two-word scientific name of plant or animal
bimonthly – twice a month

2) **con-** (or com-) L. = with, together

WORDS: confide (*fidere* L.= to trust) – to trust by sharing secrets; construct (*struere*/*struct* L.= to pile up) – build; converge (*vegere* L.= to bend) – to come together at one point

LATIN+GREEK LESSON 6 TEACHER PAGE

 © Rebecca Locklear

3) **epi-** G. = on, over, upon
WORDS: epicenter – the area above the center of an earthquake
epidemic (*demos* G.= people) – a disease over a lot of people
epidermis (*derma* G.= skin) – outer layer of skin

IV. Abbreviations *Student pg. 36

vs. – *versus* = against

% – *per centum* = by the hundred

V. Extension: Greek Alphabet Review (sing the song)

VI. Review: GLADIATOR

Directions: Divide class into teams. Each team is represented by a picture of a Roman gladiator or citizen. (Find photos in books/internet or enlarge those on page 36.) Create a grid on the board or on an overhead screen. Teacher gives the first team a word. If they get the translation correct, they move a space on the grid with their gladiator or citizen. If they get the answer wrong, the next team gets to guess. Continue. The team who gets to the end of the grid first, wins.

LATIN+GREEK
LESSON 6
TEACHER PAGE

N.B. For the first time, the students will be given **ENGLISH** words and they will have to translate them into Latin or Greek.

Teacher Word	Student Answer	Teacher Phrase	Student Answer
light	*photos*	Seize the day	*Carpe diem*
fear	*phobos*	I came, I saw, I conquered	*Veni, vidi, vici*
water	*hydros*	Peace	*Pax*
sound	*sonus* or *phonos*	This for that	*Quid pro quo*
to write/draw	*graph*	One out of many	*E pluribus unum*
to turn toward	*tropos*		
measure	*metron*		
distant	*tele*		
to love	*philia*		
big	*mega*		
small	*micros*		
stone	*lithos*		
self	*autos*		
to see	*skopeo* or *video/visum*		
sun	*helios*		
animal	*zoon*		
earth	*geo* (Some students may know *terra* L.= land/earth, which will be taught in the next unit.)		
heat	*thermos*		
school	*schola*		

DRAW THE WORDS

Answers: Draw meter, geometry, optometry (*optic* G.= sight), symmetry (*sym* G.= together), barometer (*baro* G.= pressure, instrument that measures air pressure so that you can predict weather), thermometer, diameter (*dia* G.= through, across), anemometer (*anemos* G.= wind, an instrument that measures wind speed). Have students look up words they don't know.

Wrap-Up: Encourage students to review all words this week!!

 © Rebecca Locklear

Nomen _____

The Foundation: Lesson 6

100 Names

I. Roots

A. *centum* L. = _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Century plant

B. *nomen* L. = _____

1. nominate _____
2. denomination _____
3. *nom de plume* (Fr.) _____
4. pseudonym (*pseudo* G. = false, *nym* G. = name) _____

LATIN+GREEK SAMPLE STUDENT PAGE

In 1941, the Maritime Commission was not happy about the poor image of warships. So Commission Chairman Land tried to switch the ***nom de plume*** to a more patriotic theme. He named the new ships a *Liberty Fleet*. from *SS Patrick Henry*

The great Moffat was no **misnomer.** Few greater men had ever come to Africa from Great Britain than Robert Moffat, the Scotch missionary, teacher, traveler, and pioneer. from *The Gentleman*

IIa. Verbum Bonum

bona fide = _____

Louisa believed she was forging a ***bona fide*** friendship with Samuel R. Glick—no game playing, no pressure. from *The Englisher*

If an individual has conducted a ***bona fide*** search for work, then he shou

Dueling events…have already become **bona fide** hits in England. from "Henry V

It was a ***bona fide*** race between life and death, one that family members decided to l the world in the hope of raising money to help with their mounting medical bills. fro

III. Prefixes

bi – = _____

con – or com- = _____

sep – = _____

LATIN+GREEK SAMPLE STUDENT PAGE

IV. Abbreviations

vs. – _____ = _____

% – _____ = _____

VI. Review:

Gladiator (see teacher directions); Draw the Words Types of Roman clothes below.

VI. Review: **Arches & Columns I**

1. _____
Arch/ USA

2. _____
Arch/ England

3. _____
Column/Italy

4. _____
Arch

5. _____
Column/France

6. _____
Arch/ England

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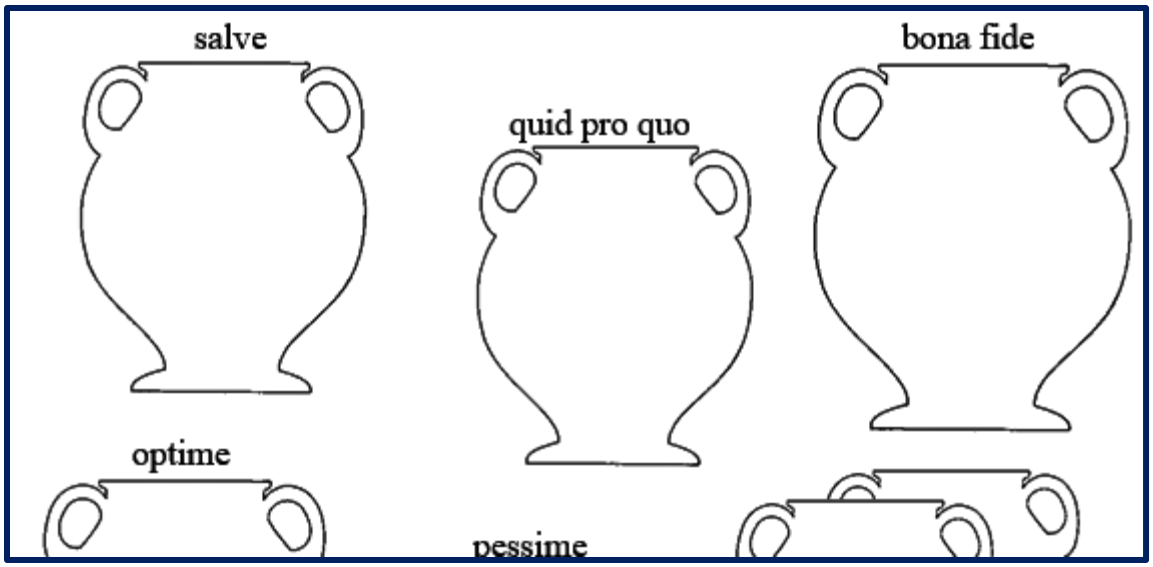
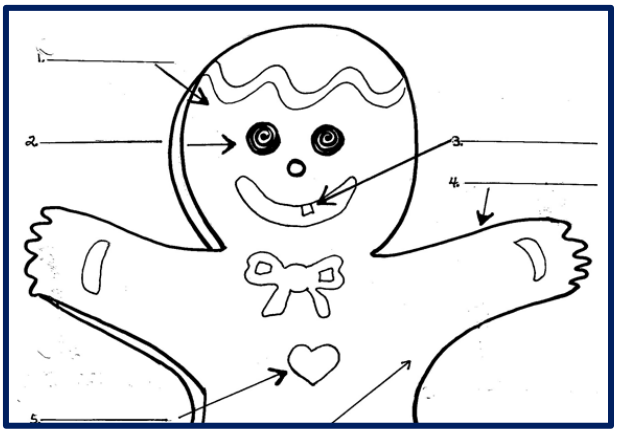




Expand vocabulary.
Improve reading comprehension.
Broaden understanding of modern English.

- Each lesson includes creative review activities and games like *Vinco*, *Tergum to Tergum*, *Pass the Stella*, *Gladiator*, and *Magnus Ludus*.

- Extended activities include singing Latin and Greek songs, illustrating words and phrases, practicing Roman numerals, reading medical prescriptions, and learning to recognize Roman and Greek architecture.

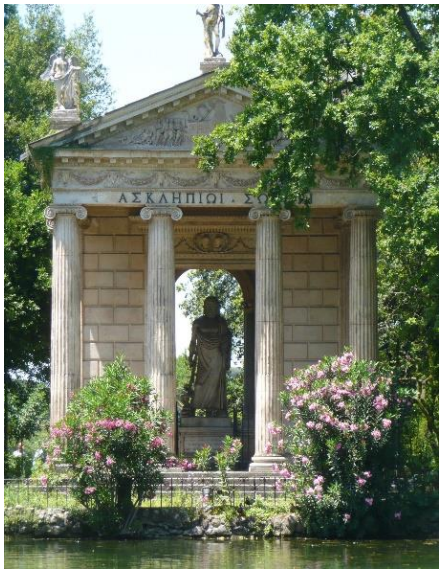
PRAISE FOR WORD ARCHEOLOGY

"*Word Archeology* lessons were clear. I really enjoyed class!" ~Allyson, 10th grade

"After taking this course, I've been able to learn languages quickly." ~Lydia, 9th grade

"The [*Word Archeology*] program has improved the education of so many students." ~Ben Westlund, Oregon State Senator

"GREAT material! Rebecca Locklear's connection to the lessons, worksheets, games and extensions makes these lessons easy to use. It engages students quickly. Kids love it. It makes them feel so smart! For comprehension and for life-long connections, this manual is a MUST!" Cindy C., Fairfax County School District



"I'm so glad I found this book! It's outstanding. Well-organized. I highly recommend this program." – Wayne L., educator

"Studying Latin and Greek is a great foundation for anyone's education, but can be intimidating or seem like too big of a commitment. *Word Archaeology* takes the most valuable aspects of Latin and Greek roots and makes them accessible…in a creative and engaging way. …Anyone interested in a deep dive unit study of Latin and Greek will find this a great resource…" ~Lydia V., Latin scholar

Extra!

Latin, Third-Graders, and a Centipede

by Rebecca Locklear

One day, when I was a literacy specialist at an elementary school, I had to drop something off for a third grader teacher. When I got to the door, a substitute was trying to teach meters and centimeters to a below-level math group without even a meter stick. It was chaotic. I snuck in, put the items on the teacher's desk and then wondered what to do. (I can be a bit overbearing at times.) It didn't take long. I jumped in.

Walking up to the substitute teacher, I whispered, "Would you like me to share information about centimeters and meters?"

"Have at it," she said. I asked if she would pull up a photo on her laptop and she gladly went to sit at the teacher's desk.

I explained meter and centimeter and included *centi-/centum* in Latin, which means one hundred. "How many of you have gone to Centennial Park?"

There was total silence.

I continued, gesturing with my hands. "It's the park downtown where the water comes up from the ground in fountains."

Everyone raised their hand excitedly.

Why do you think it's called Centennial Park? *CENt*ennial. *Centi-/Centum*. *CENt*ennial.

Total silence.

I then said something that's not heard much in schools. "Guess."

One boy raised his hand. "What if I guess wrong?"

I responded, "What IF you guess wrong? Is the sky going to fall down?"

He chuckled. "No."

I probably said a few other silly things too. But another boy raised his hand.

"Because the park is 100 meters by 100 meters?"

I lifted up my hands and shrugged. "Could be."

Someone else asked, "Because one hundred people can fit there?"

"Maybe," I said. And there were a few other answers. No one had the right answer and I really didn't expect a third grader to know the definition of *centennial*, but I didn't tell them that.

The point, I told the students, was that if there was a test and the answers were 100 people could fit at the park, 50 people could fit, or 25 people could fit, which would you choose?" Of course they said one hundred based on knowing *centi/centum* or the inside of that word.

I then moved on and showed them a photo of a Roman centurion and explained the time period when he lived. "And how many men do you think were under his command?" I asked. (I love those leading questions.)

All hands went up enthusiastically. "One hundred," they yelled out.

"You guys are brilliant," I said.

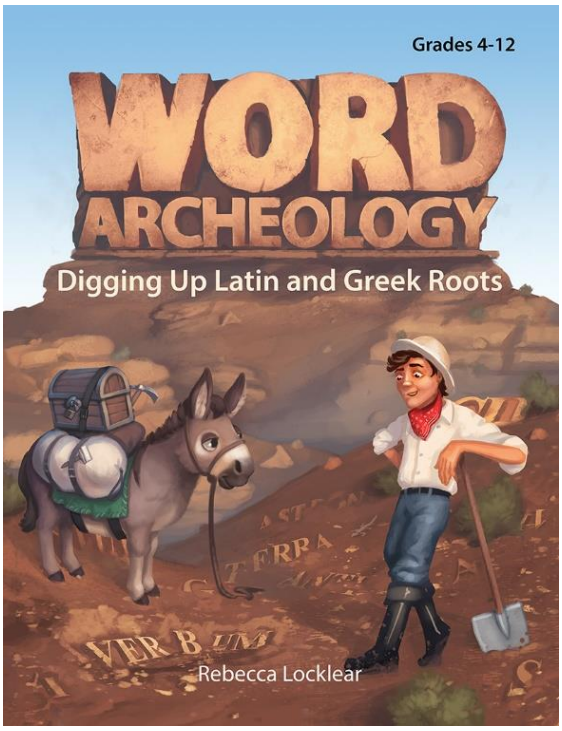
Before I left the class I decided to tell them my “claim to fame.” When I was in 5th grade and living in Hawaii, I found a really big centipede. I asked if they knew what that was. Then we figured out that *centi-* means one hundred and *-pede* comes from *pedis* which means foot. So it’s a critter with maybe not exactly one hundred legs/feet but quite a few.

I continued with the story: A friend helped me get the centipede into a jar (I was not going to touch it.) and I brought it to my science teacher. He put it in formaldehyde (gave an explanation) and it was brought to the Bishop Museum in Honolulu and displayed as the largest centipede ever found in the Islands. Cool, huh?

Later that morning when I was on lunch duty, I felt a *poke, poke, poke* on my thigh. I turned and a third grade boy, having just got my attention stated, “You were in my class.”

I smiled. “I was in your class.”

Without hesitation he proceeded. “The information you gave us about *centi-/centum* is the most interesting thing I’ve ever learned in school.” He then turned and eased into the lunch line.

And you wonder why I finally put together the book, *Word Archeology: Digging Up Latin and Greek Roots*!

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