

Maximum Classics

Teacher Notes: Unit 1

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Teaching notes on 1.01 Origins of English

Slide 1

Intro slide. The guy is the course mascot, called Lucundus ('Yu-kun-dus'), which means 'happy chap'. This slide also incorporates the learning objective.

Slide 2

A kick-starter to engage the pupils and give them a taste of some of the elements of the course. Pupils often have good understanding of Ancient Greece and Rome, but these pictures help jog their memories and open up discussion. The course consistently tries to draw parallels between the ancient and modern, and these pictures all have a modern reference point (or more).

Clockwise (with modern connections in parentheses), we have:

Roman soldiers (parallels with modern military techniques and armour, as well as the European landscape totally ruled by the fact that the Romans were able to conquer it and make it an Empire);

Gladiators (we still have sports where we watch people fight, albeit not to the death);

Greek hoplites [soldiers] (the parallel here is more to do with the lovely 'meander' pattern they have on their tunics, which is a decorative device used today);

The Trojan Horse (the myth of Troy is based in the epic poetry of Homer, which in many ways forms the basis of all Western literature. We also call seemingly benign computer viruses 'trojans');

Diana/Artemis, goddess of the moon and hunting (Diana is the name of Wonder Woman, and links still exist between the moon and magic), and;

The Flavian Amphitheatre, or Colosseum, in Rome (still standing today, the shape still copied by sports stadia, and we still use the word 'colossal').



Whenever you see this icon on the slides, it means there's a good opportunity for pupils to contribute their knowledge or opinions.

Slide 3

Helps contextualize where Ancient Greece and Rome sit in the history timeline. On each click, we travel back in time. There are two aims to this slide: to situate Ancient Greece and Rome on the history timeline, but also to encourage pupils to use their 'historical detective' skills to deduce what in the pictures may give a clue as to what period of history is being shown.

There are various ways to use this slide as a stimulus, but one way is, after each new picture, ask the pupils, “Are we in Ancient Roman or Ancient Greek times yet?” See if they can deduce which period of history the pictures represent.

Slide 4

This map shows the Roman Empire at its height to show just how huge it was. However, there’s a second purpose to this slide – to focus pupils on linguistic inheritance.



Can they find two countries whose names are still the same today as their Roman names, two countries that are slightly different, and two countries that are totally different?

Point out Britannia. Many of the pupils will be aware that the Romans founded London (Londinium) and many other cities in Britain.

Slide 5

We saw on the previous slide that we still use Roman words for countries in the same – or slightly changed – form. But Romans left Britain in the 5th Century CE. The first map and picture represent Rome at its height, and in Britain you would find written and spoken the Latin we study today. In the 5th Century, the Roman Empire started to contract and the Romans left Britain (and other outlying provinces) behind. Roman culture and language remained in places like Gallia (France). In England, the indigenous Brittonic languages were largely supplanted by Anglo-Saxon and Norse of settlers and raiders from the West of the island. Back on the continent, Latin had evolved into many different languages such as early forms of Italian, Spanish and French. Then, in 1066 the Norman French, led by William, conquered England and imposed their language on the Anglo-Saxons population.

Slide 6

Modern English, therefore, is made up of many different languages. Greek, Hindi and Arabic give us loan words, but the most important contributors to our language are Anglo-Saxon and French, which ultimately is an evolved form of Latin. Anglo-Saxon influences are especially felt on many ‘everyday’ words, and also are the strongest shaper of how we construct our grammar and syntax (how we put words together to create grammatical sense). Latinate French words, originally being the language of the ruling class, tend to be more ambitious, technical and polysyllabic – what we might classify as Tier 2 vocabulary.

Slide 7

Shows the students that as English speakers they are already quite good Latin translators, just as they could work out the names of countries on the map of the Roman Empire. As each word comes up, ask what the students think it means. If they need an extra clue, there’s a picture.

villa – Latin for house, but we still use the same word today to describe (usually) a holiday house. It also gives us the word ‘village’.

schola – school (actually a word borrowed from Ancient Greek, which accounts for the ‘ch’ sound)

finis – just add an ‘h’ to the end to get ‘finish’, gives us words like final and finite

bestia – beast, which is why the adjective is ‘bestial’ and not ‘beastial’



This icon indicates that it is time to complete the written exercise. Pupils will need coloured crayons and can work individually or in pairs. There are two sheets - the second can be given as an extension. The animated answer sheet can be used on the whiteboard for class marking. As an added extension, pupils can think of more derivative words from the Latin words on the worksheet.

Slide 8

The plenary which takes the form of a set of questions:

Question 1 After the Romans left Britain, who brought a form of the Latin language back here when they conquered England? [The Normans/Norman French led by William the Conqueror] Can you remember which year this happened? [1066]

Question 2 What English word do we get from the Latin word ‘bene’ meaning ‘well’? [benefit] Can you think of any more? [beneficial, benevolent – and more!]

Question 3 What other languages’ influence can be found in English? [Anglo-Saxon, Norse, Hindi, Ancient Greek, Arabic]

Teaching notes on 1.02 Greek roots in English

Slide 1

The learning objective: To recognise Ancient Greek roots in English words, expanding on the last session where we considered the influence of Latin on the English language.

Slide 2

A starter activity to recap last session's activity of associating English words with their Latin roots. This recap extends the students by adding in more derivatives from the same English word families.



The English words are all jumbled in a word cloud and the students' task is to sort them according to their Latin root. The correct answers will be sorted on the screen on mouse-click.

Slide 3

Words rooted in the Classical Greek language came into English via two linguistic pathways. Firstly, Latin itself contains Greek words, partly because the area around Rome was settled by Greek immigrants but also because Greece became part of the Roman Empire in the 1st Century BCE. Romans valued Greeks for their knowledge, and native Greeks were found all around the Roman Empire as teachers, cooks and in other technical roles. Secondly, a boom in scientific discovery and innovation from the 17th Century C.E. onwards resulted in an increase in loanwords from Ancient Greece as Greek, along with Latin, was a *lingua franca* amongst the scientists of Europe.

Slide 4

Greek loanwords often feature as prefixes, and knowledge of these can help students decode novel words.



On mouse-click, three English words with a common Greek root will appear. The students can deduce the meaning of the root by what they know about the English words. For example, a megaphone makes your voice louder or bigger, a megastar is a big celebrity and a megabyte is a large unit of digital data. Therefore, the students can deduce that 'mega' means 'big' or 'large'. Following the same process of deduction, they should be able to work out that 'micro' means 'small' and 'tri' means 'three'.



The students now have the opportunity to work on a word-matching exercise similar to the Latin one in the previous session. Pupils will need coloured crayons and can work individually or in pairs. The animated answer sheet can be used on the whiteboard for class marking. As an added extension, pupils can think of more derivative words from the Greek words on the worksheet.

Slide 5

The plenary which takes the form of a set of questions:

Question 1 The Latin word 'magus', meaning 'wizard', is a root for which English words? [magic, magician, magical, mage, Magi]

Question 2 Why was the Ancient Greek language used in English from the 17th Century onwards? [Greek loanwords helped coin terms for new scientific discoveries and inventions]

Question 3 The root 'tri' comes from Ancient Greek but what does it mean? [three]

Teaching notes on 1.03 Classical Culture in Modern Times

Slide 1

The learning objective: To understand Ancient Greek and Roman influences in our lives today. Just as in the previous two lessons we've been looking at how Latin and Ancient Greek appear in the English language, we're going to have a look in this lesson at elements of ancient culture that have persisted into modern times. You may be surprised!

Slide 2

A starter activity to recap last session's activity of associating English words with their Greek roots.



Students can use the picture clues (which appear on mouse-click) to identify the words with Greek roots. They are:

Tele (far away) – television, telephone, telescope

Micro (small) – microphone, microscope, microbe

Tri (three) – triangle, triplets, tripod

As an extension, students can try to explain the connection between the root and the English word. For example, "A microscope helps us to look at very small things." As a further extension, they can also think of more words with these three roots.

Slide 3

In this lesson, we're going to visit some familiar places to look for Roman and Greek connections. The children may be able to identify or have a good guess at the connections, but some may be entirely new to them. Our first visit is to school, where we may find...

A calendar/dates written on the board or in books The modern Western calendar is based on the Roman system and uses Roman names:

<i>Month</i>	<i>Named after</i>
January	Ianus, or Janus, god of doorways (as we exit one year and enter another)
February	Februa, a Roman ceremony of purification held at this time
March	Mars, god of war
April	(1) possibly from 'aperire', to open as this is a time when buds open up (2) possibly Aphrodite, goddess of love whose festival was held in this month

May	Maia, goddess of growth signaling growth in nature at this time
June	Juno, queen of the Gods
July	Julius Caesar, ruler of Rome
August	Caesar Augustus, ruler of Rome
September	'septem' (seven) as this was the seventh month in the Roman calendar
October	'octo' (eight) as this was the eighth month in the Roman calendar
November	'novem' (nine) as this was the ninth month in the Roman calendar
December	'decem' (ten) as this was the tenth month in the Roman calendar

The word 'calendar' also comes from Latin. The calends (or 'kalendae' in Latin) is the first day of every month.

A pen Pens are essentially hollow tubes that hold and dispense ink. The first pens created were made from naturally-occurring hollow tubes such as reeds and feathers. The Latin for 'feather' is 'penna', from where we get the modern word 'pen'.

The Ampersand (&) We all recognise that '&' is a way of writing 'and', but it is actually a stylised form of writing the letters E and T together. 'Et' in Latin means 'and'.

Slide 4

Our next visit is to the supermarket, a relatively modern invention, but there are classical influences lurking in the aisles.

Magnum ice cream 'Magnum' is Latin for 'big'. Why do you think the manufacturers chose this name for their product?

Felix cat food 'Felix' is Latin for lucky. The Latin for cat is 'feles' (from which we get the word 'feline'), which is very similar to 'felix', meaning 'lucky'. A linguistic and a cultural connection between cats and luck existed in Roman times and persists to this day. We talk of cats having nine lives (i.e. they are lucky to get out of scrapes that would kill other animals) and we also have a tradition of black cats representing luck.

Pound sign Just like the '&' is a stylized 'et', the £ sign is a stylized capital letter 'L'. This is because it stands for 'libra pondo'. 'Libra' means 'weighing scales' and 'pondo' means 'weight' as initially currencies were based on weights of precious metals such as silver (even today 'pound' is both a measure of money and of weight). 'Libra' is also related to Italy's pre-Euro currency, the lira. The star sign Libra is represented by weighing scales.

Slide 5

Literature and film are both fertile hunting grounds for classical influence.

Batman (and all superheroes in general) Greek myth is a template for many modern superheroes. They may possess superhuman strength (Heracles/ The Hulk), be tasked with protecting weaker humans against evil (Theseus/Batman), have divine parentage (Perseus/Wonder Woman), have a fatal weakness (Achilles/Superman), have control over the elements (Poseidon/Aquaman). The parallels go on and on.

The Harry Potter universe Where to start on this one?! For starters, Hogwarts has a Latin motto (we'll see this later in the exercise sheet). Many of the spells feature Latin or Latin-derived words. And JK Rowling has given many of her characters names that have relevance in Latin, for example:

Albus Dumbledore: 'Albus' means 'light' or 'white' (like the albumen of an egg), showing that Dumbledore is very much on the light side of magic.

Severus Snape: 'Severus' means 'harsh' or 'severe'.

Remus Lupin: 'Lupus' means 'wolf' and the mythological figure Remus was brother of the founder of Rome and brought up by a wolf.

Bellatrix Lestrange: 'Bellatrix' means 'female warrior'.

Minerva McGonagall: Minerva was the Roman equivalent of Athena, goddess of wisdom and battle strategy.

Draco Malfoy: 'Draco' means 'dragon' and anything with 'mal' in it has something to do with evil ('malus' means 'bad').

Percy Jackson: These books (and subsequent films) take inspiration from Greek mythology transplanting the hero to a modern setting. Thus Perseus becomes Percy.

Slide 6

Even on an everyday journey around town, we can see the Roman and Greek legacy.

Roman numerals The Romans used a different number notation to the Arabic-derived system we use today. However, if we look closely on clocks and inscriptions (and sometimes at the end of television programmes), we can see Roman numerals used, often to represent year dates. The seven 'building blocks' are I(1), V(5), X(10), L(50), C(100), D(500) and M(1000) Roman numerals are covered more extensively later on in the Maximum Classics course.

Hermes delivery Hermes was the Greek god who acted as messenger between the gods, hence a great name for a delivery company. He was also the patron god of travellers and thieves (maybe Hermes delivery shouldn't make too much of that association).

Stadium A 'stadion' was an Ancient Greek measurement of distance (equivalent to roughly 180m) and was based on the circumference of a competitive arena or what we today call the stadium. The shape of many modern stadia also reflects the amphitheatres and arenas of the ancient world. The word 'arena' comes from the Latin for sand ('harena') which was strewn across the amphitheatre floor to soak up blood, sweat and general gore.



The students now have the opportunity to look at some Latin mottoes used today by various modern organisations and, using their skills as word detectives, use clues to match the Latin up to the correct English translation.

Slide 7

The plenary which takes the form of a set of questions:

Question 1 What two letters make up the '&' sign? [E and T] What word does this make in Latin and what does it mean in English? ['et' which means 'and']

Question 2 Which Greek god gives his name to a parcel delivery company? [Hermes] Why? [Because he was the Greek messenger god]

Question 3 Which school's Latin motto translates as, "A sleeping dragon should never be tickled"? [Hogwarts]

Teaching notes on 1.04 Inventing a Product

Slide 1

The learning objective: To see how Latin roots are used to name modern products, and to invent and name a product of our own. This extends the previous weeks' learning as in this lesson not only do we see some more Latin roots, but the students also get to be playful and creative with them, coining new words and expressing the connection between name and function of their new product.

Slide 2

A starter activity to recap the skill of finding English words that are connected to a Latin root word. Two of the root words are novel.



Students can use the picture clues (which appear on mouse-click) to identify the words with Latin roots. They are:

Magnus (big) – magnify

Aqua (water) – aquarium, aqua park

Optimus (best) – optimism/optimistic

As an extension, students can try to explain the connection between the root and the English word. For example, “An optimist always thinks that the best is going to happen.” As a further extension, they can also think of more words with these three roots. We will then take these three Latin words through to the next part of our learning.

Slide 3

We saw in last week's lesson (with the Magnum ice cream, for example) how modern authors, inventors and developers deliberately coin words for their new characters and products that draw on Latin. Three modern examples are presented here.



Students can match which root word belongs to each product/character and the match is revealed on mouse-click. As an extension, students can explain why these products and characters have these name associations.

Slide 4



The next two slides walk through the lesson's written task. On this slide are twenty Latin roots with their meanings. Read through these with the students, and perhaps even see if they can think of any English words containing these roots. Once that is done...

Slide 5



...using the blank spaces and the roots 'cards', the students can pick two roots to invent a new product. An animated example (of the 'Canipute' dog mind-reading device) is given on mouse-click. The description and illustration of the product must relate to its name.

After the students have completed this task, they can share their inventions with the class.

Slide 6

The plenary which takes the form of a set of questions:

Question 1 What English word or words can you think of that come from the Latin word 'aqua' meaning 'water'? [aquarium, aqua park, aqua man, aquatic, aqueduct] Can you say what their connection with water is? [contains water for fish and sea creatures to live in etc etc]

Question 2 If you see 'ped' in a word, it often has something to do with a foot. What 'ped' word might you find on a bicycle that has something to do with a foot? [pedal]

Question 3 If you saw a new product called an 'Aquaped', what do you think it could be? [Imaginations can run wild as long as the product has something to do with feet and water! One idea could be a fin that you put on your feet to make you swim faster. Or maybe shoes that let you walk on water?]

Teaching notes on 1.05 Word order v. word ending

Slide 1

Learning objective: To understand how English creates meaning through use of word order, and how Latin is different. The majority of this lesson is spent understanding how English constructs meaning using the subject-verb-object ordering, which includes getting the pupils comfortable and familiar with the terms 'subject' and 'object' (and also reinforcing the concept of nouns and verbs).

Slide 2



The first time (of many) we'll encounter this game of 'Ecce Centurio!', which means, 'look at the centurion!' This is essentially a game to help embed Latin vocabulary in the pupils' memory. The first step is for the teacher to go round the board to see if the pupils can recall or infer (from the pictures) the meaning of the illustrated Latin words. As an extension, pupils can also be asked to think of derivative English words. For the main part of the game, a student is chosen to be the Centurion. He or she then calls out a Latin word from the board – classmates must then 'obey' this 'order' by miming the meaning of the word. In this instance, we have magnus (big), aqua (water), optimus (best) and victoria (victory), all of which have been seen before in previous lessons.

Slide 3



The purpose of this exercise is to demonstrate how important word order is in English, ahead of learning that Latin doesn't rely on word order but on word ending to convey meaning.

In English convention, the subject of a sentence comes before the verb, and the object comes after it, so swapping the position of two nouns in a sentence can fundamentally change its meaning.

Ask each of the students to write the following words large on a small whiteboard and then come up to the front of the classroom so everyone can read the sentence that they've made:



the boy



gobbles



the ice cream

Get a student in the class to read out the sentence, then get all the class to close their eyes for thirty seconds and imagine what they see when they think of that sentence. When they open their eyes, get some pupils to describe the mental picture that they have.

Next, get the two pupils holding the nouns to swap places, so you have:



the ice cream



gobbles



the boy

Again, get the students to close their eyes, and visualize the sentence. Ask for their mental images of this new sentence, showing how they are different from the first. The words themselves have not changed: ask the students what has [the word order]. Reinforce that word order is very important in expressing meaning in English. The noun that comes before the verb is the subject and does the action in the sentence. The word that comes after the verb is the object, which has the action done to it. If students need a bit more practice using the terms subject and object, you can repeat the above exercise with different noun/verb combinations and get the class to identify which word is the subject and which is the object.

Slide 4



This slide walks the class through their written exercise for this lesson. They will have a sheet of duplicate pairs of sentences. They choose a sentence and cut both of them out from the sheet. They then snip out the words and, on their worksheet, place them first in 'sensible' order, then in 'silly' order. To show that the sentences have different meanings, they will then illustrate each sentence with a picture. The worksheet reinforces the terms noun, verb, subject and object.

Slide 5

So that's what we know about English. But the Number One Golden Rule about Latin is that it doesn't use word order to convey meaning. What does it use instead? Word endings (in technical terms, Latin is an *inflected* language). We do this a little bit in English (e.g. we add '-ed' to the end of words to show past tense) but nowhere as extensively as the Romans.

Slide 7

This slide illustrates how Latin doesn't rely on word order. This is a first look at Latin in action, and so won't sink in with some pupils straight away, but it's important that they see the effects of word ending change early on.

The animations on this slide run like this:

1. The sentence, "The woman loves the cow" pops up.

2. The Latin words (and pictures) for woman (femina), cow (vaccca) and loves (amat) pop up. Pupils should be encouraged to guess what the Latin words mean, which shouldn't be too tricky with the clues.
3. The Latin translation of the English sentence pops up.
4. "The cow loves the woman" pops up, along with pictures.
5. The Latin translation of this English sentence pops up.

So you'll notice that the Latin words for 'cow', 'woman' and 'loves' are in exactly the same places in each Latin sentence, but the two sentences mean different things. Can the students spot what has changed? Many pupils should notice that when the noun is doing the loving, it ends in 'a', and when it is being loved, the noun ends in 'am'. Some pupils may feel comfortable describing this in terms of 'subject' and 'object' of a sentence.

N.B. the verb in Latin frequently comes at the end of a sentence or clause, acting as a natural form of punctuation (a bit like modern German).

Slide 7

The plenary which takes the form of a set of questions:

Question 1 Which Latin word meaning 'big' gives us the English word 'magnify'? [magnus]

Question 2 If a noun is doing the action in a sentence, is it the subject or the object?
[subject]

Question 3 Unlike English, Latin doesn't use word order to show meaning – what does it use instead? [changing the word ending]

Teaching notes on 1.06 The Myth of Achilles

Slide 1

Learning objective: To make a mini dictionary and to use our Latin vocabulary knowledge to read and illustrate the Myth of Achilles. This is the first session of vocabulary consolidation in the course. The students will make a mini dictionary that they will gradually fill in over the next few units. They will then go to encounter and translate this vocabulary in a story, which they will illustrate in comic format.

Slide 2



This slide draws on the previous lesson's learning and can either be used as a quiz for the class or as a refresher. Four questions will appear on mouse-click, and once students have had a chance to think, subsequent mouse-clicks will put the correct words in the gaps.

Slide 3



A visual step-by-step guide of how to make the mini dictionary which the class can follow along as they fold and snip their dictionaries. The back 'cover' of the dictionary remains blank so it can be stuck into their books or folders.

Slide 4



Once the dictionaries have been made, it's time to put in the first six words in the relevant sections. Before the pupils write in the words and their English meanings, just run through them on the board. They are *magnus* (big), *femina* (woman), *victoria* (victory), *aqua* (water), *vacca* (cow) and *optimus* (best).

Slide 5



Another walk-through, this time showing how to complete the worksheet:

1. Read the story, remembering or working out what the Latin words mean (these are words that they've just put in their dictionaries, so they should hopefully recall them).
2. Draw pictures that illustrate the scene or action in each panel.
3. Fill in the English meaning of the Latin words at the bottom.

There is one English word that may be a challenge: *invincible*. It may be useful to gloss this before the students start the exercise.

Slide 6

The plenary slide:

Question 1 In English, does the object of a sentence come before or after the verb?

Question 2 What is the Latin word for 'woman'? [femina]

Question 3 How did Achilles die? [He was shot in the heel with an arrow, which is the spot that didn't get covered with the magical waters of the Styx when he was a baby. We still call the tendon connecting the heel to the calf the Achilles tendon, and when we talk about someone's 'Achilles heel', it means their fatal weakness, either physical or metaphorical]

Teaching notes on 1.07 Unit 1 Assessment

Slide 1

Learning Objective: to recap and demonstrate what we've learned in Unit 1. This lesson will take the form of a general recap of the previous six lessons, followed by a quiz to assess the pupils' knowledge.

Slide 2

A recap of these core learning points appears on mouse-click. They can be used as a discussion stimulus to see what the students recall.

Learning point 1: The English language gained a lot of Latin-derived vocabulary when French-speaking William the Conqueror took over the rule of England.

Questions for discussion: What are the other influences on the modern English language? [largely Anglo-Saxon, with some Greek, Arabic and Hindi] In what year did William's forces take over? [1066]

Learning point 2: English words that have a Latin root will have a connection both with the word's meaning and the letters used to spell it.

Questions for discussion: What English words can you think of that come from Latin?

Learning point 3: The English language also contains words rooted in the Ancient Greek language.

Questions for discussion: What English words can you think of that come from Greek? Can you think of any Greek-derived compounds that appear frequently in English words? [bio, tri, micro etc]

Learning point 4: Modern inventors, creators and authors still use Latin and Greek words for their ideas and characters.

Questions for discussion: Can you think of any? What was the new invention that you made using Greek compound parts?

Learning point 5: English uses word order to create meaning, but Latin uses word ending

Questions for discussion: What's the word we use in English to describe the noun that's doing the verb in a sentence? [subject] What's the word we use in English to describe the noun that's having the verb in a sentence done to it? [object] Where does the subject always come in English [before the verb]

Learning point 6: The myth of Achilles was and where we still see his name in modern times.

Questions for discussion: What was Achilles famous for? [fighting/being a warrior] Was he real or mythological? [mythological] How did he die? [arrow in his vulnerable ankle] What do we mean by the phrase 'Achilles heel'? [a fatal weakness]

The six new words that the students put in their mini dictionaries also appear.

Slide 3



This slide shows the two pages (four sections) of the Unit 1 Quiz. The students can then work individually on completing it. Once this is done, you can go through the answers on...

Slides 4-7

...where the answers will be revealed on mouse-click.

Slide 8

A brief look-ahead to what's in Unit 2.