



Lesson Plan: Margareta van Godewijck and Emblem Books

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Created by Laura Petersen

with the support of the Project Nota team, a group dedicated to drawing attention to the Latin letters and works of famous women by focusing on the digitization of texts, translating these texts into English, Spanish, and French, and increasing their overall accessibility. Among us we have over 150 years of Latin experience including many years of teaching experience, seven advanced degrees, many publications in academic journals, and multiple positions in professional organizations.

For more information visit www.lupercallegit.org/projectnota or email projectnotaforwomen@gmail.com

Title
Margareta van Godewijck and Emblem Books
Description
This lesson is designed for the Latin classroom and will take two or more days . It uses the work of the seventeenth century author, Margareta van Godewijck, to cover several concepts: Neo-Latin, Latin written by women, classical reception, state mottos, and emblem books .
Level
This lesson is appropriate for students in their second semester of Latin through to advanced students, depending on the support given to understand the distichs and how students are expected to communicate about their products. Modifications and recommendations are provided throughout. As a note: The emblem book does contain child-like illustrations of nude figures (with privates concealed). Female breasts are depicted on a goddess figure.
ACL Standards
Standard 1.1 Students read, understand, and interpret Latin or Greek. Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
Materials (bold materials are accessible on the Project Nota website)
<p>“Margareta van Godewijck and Emblem Books Slides”</p> <p>“Emblem Book Template” *Print one for each student. Print double sided and change the way your pages “flip” in your print settings. This should ensure that you can simply fold the pages in the stack that they print out as and get your book. The numbers are slide numbers and not page numbers. Print only one book first to make sure the print settings are correct!</p> <p>Projector</p> <p>Whiteboard/Chalkboard/Smartboard</p>

Colored pencils/Markers/Crayons (optional, but recommended)

*Split into different days as required by your pacing and length of period. Just make sure to remind students about the lesson's concepts on days beyond the first day by asking questions that activate the previous day's knowledge at the beginning of class.

Introduction - "I do"

- *(Slide 2)*
- Introduce or review the concept of Neo-Latin with your students. Definition: **Neo-Latin is the Latin spoken and (more often) written by people who lived after the medieval period. It includes letters, essays, and poems written by men and women during the Renaissance and early modern periods.**
- Share some of the reasons that you are including this Latin in your classroom: to learn about different topics and different time periods; to learn the history of the study of Latin; to hear from many more diverse voices--people of different religions, people who lived in different places, and women. If we only look at ancient Latin...where are the women? Christians? Dutch? But if we expand the Latin we look at there is so much diversity.
- *(Slide 3)*
- Introduce Margherita van Godewijk: **Today we are looking at the work of a Latin student from almost 400 years ago. Margareta van Godewijk (1627-77) lived in an important time and place in the scope of European history. Her work gives us a glimpse into the life of a young Dutch lady around the time of the *(Slide 4)* Thirty Years' War and the end of the Eighty Years' War (1568-1648) in which the Netherlands became independent from the Spanish Hapsburgs. Like many young women in early modern Europe, she learned Latin because her father was an administrator at a Latin school. Evidence suggests that she learned Greek, Italian, French, and English in addition to Latin.**
- *(Slide 5)*
- Add Context: This may depend on the level of your students. You may choose to add temporal context by mentioning that Margareta died 100 years before

the American Revolution and/or by explaining that she lived in the same time and place as Rembrandt.

- (Slide 6)
- Her Emblem Book: Click the link on the slide to show Margareta van Godewijck's Emblem Book. Share a couple of the illustrations, perhaps the ostrich and turtle.
(<https://www.archieven.nl/nl/zoeken?mivast=0&mizig=210&miadt=46&miaet=1&micode=150&minr=757419&miview=inv2&milang=nl>)
- (Slide 7 with animation)
- What is an emblem book?: **Emblem books were popular in continental Europe during the 16th and 17th centuries. They contain three elements. A motto, often moralistic in nature; an allegorical illustration of the motto, and an explanation of the image and motto in verse or prose. Margareta van Godewijck's emblem book contains Latin mottos with Dutch poems accompanying them and was likely created as part of her Latin education.**

Development - "We do"

*Switch over from the "Margareta van Godewijck and Emblem Books Slides" to the "Emblem Book Template"

- **For classes of beginners:**
 - Lead your students through translating/comprehending the mottos
 - Elicit from them the definitions for vocabulary that they do know
 - You will likely need to provide a lot of support to your students here
 - Mention which mottos are contemporary mottos and saying and which are early modern
 - Work together with your students to complete one motto's pages in the Emblem Book on the board (the students will do the rest themselves during extension/work time)
 - Make sure everyone knows the motto's translation or meaning
 - Write several lines in English that elaborate on and explain the motto
 - Draw a symbolic illustration demonstrating the motto
- **For intermediate classes:**

- Lead your students through translating/comprehending one of the more difficult mottos together (students will attempt to translate/comprehend the rest independently)
- Demonstrate the directions for what they will be doing independently
 - “After you figure out the meaning of each motto, expand upon it in several lines of English [depending on level] and draw a symbolic illustration like Margareta did.”

- For advanced classes:

- Work together with your students to complete one motto’s pages in the Emblem Book on the board (the students will do the rest themselves during extension/work time)
 - Read one of the more difficult mottos for comprehension. Provide Latin synonyms for words when possible to help support comprehension.
 - Expand upon the meaning of the motto with at least two Latin sentences.
 - Draw an illustration.

Extension - “You do”

- **“Now you will have time to work independently on your own Emblem books, expanding on and illustrating the mottos. After we are done, we will talk with a partner/group about our Emblem Books [in Latin] and share out to the whole group our thoughts about this activity or these mottos.”**
- Monitor student progress.
- You will likely need to clarify that students are not just translating/restating the motto on the lines below, they are expanding upon it--describing why the message behind the motto is important, how you would live your life according to this motto, a situation when the motto is important, etc.
- Show pages from Godewijck’s Emblem Book on the board as a reminder while students are working.

Conclusion - “Pair and Share”

* This can be done in English for beginner and intermediate classes and in Latin for advanced classes

- Students should be put in partners or groups in whichever method you prefer

- **Partners/groups should:**
 - **Compare and contrast their different interpretations of the same motto**
 - **Discuss their favorite mottos. Why do those ones resonate?**
- Then, when the conversations seem to have run their course, ask at least one student from each partner/group to **share some of the group's thoughts with the class.**