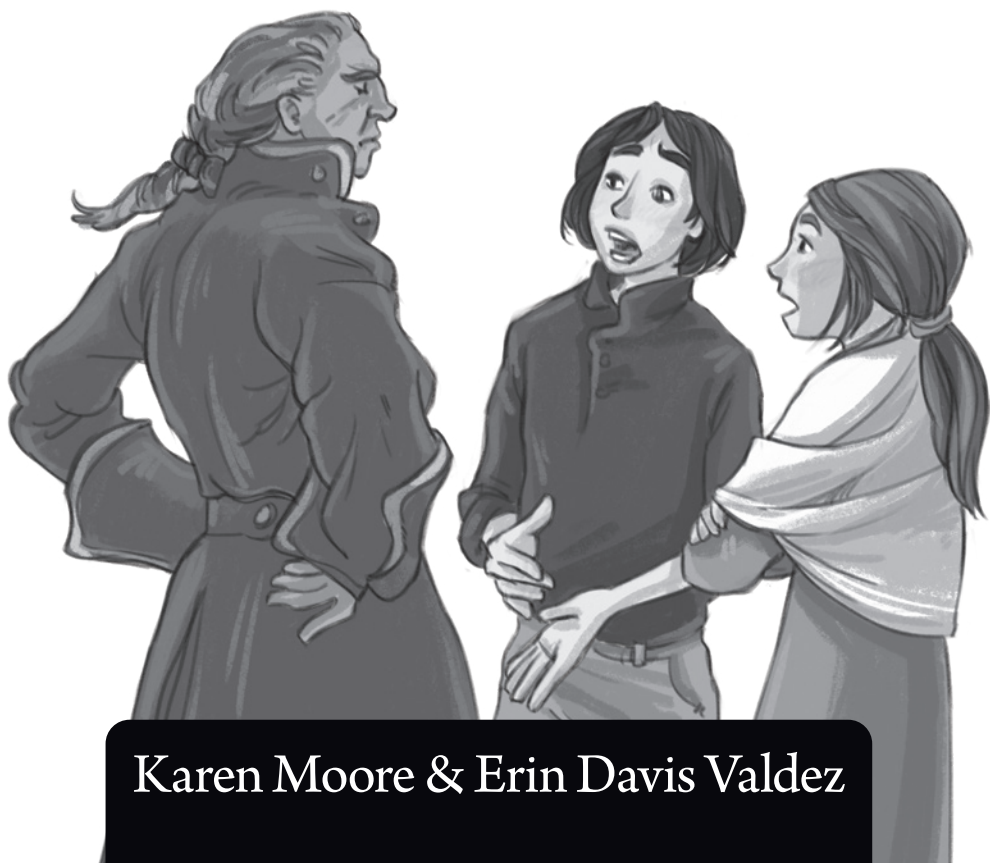


Libellus de Historiā

LATIN HISTORY READER

for use with *Latin for Children*
— PRIMER C —



Karen Moore & Erin Davis Valdez

Classical Academic Press would like to thank Gaylan Dubose for his expertise and care in editing the original text.

A note from Karen Moore: Many thanks to my “other kids,” the 2005–2006 Latin Club at Grace Academy of Georgetown, who helped me improve upon many of the stories within this little book.



Libellus dē Historiā

Latin History Reader for use with

Latin for Children Primer C

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“Cui dono lepidum novum libellum . . .”

—Catullus

For my children, Michael, Matthew, and Katelyn, who never
tire of hearing the tales of George Washington, Paul Revere,
and other great Americans who have given so much
to preserve our beloved country.

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***Notā Bene:** Since this reader is designed to supplement *Latin for Children Primer C (LFCC)*, the following grammar is assumed for all stories:

- First- and second-conjugation verbs, present system (i.e., present, imperfect, future tenses)
- Third-conjugation verbs, present tense
- First-, second-, and third-declension nouns; third-declension i-stem nouns
- First- and second-declension adjectives
- Irregular verbs *esse* and *īre*
- Uses of the nominative case: subject and predicate
- Uses of the genitive case: possession and partitive genitive
- Uses of the accusative case: direct object and object of Latin prepositions
- Use of the ablative case: object of Latin prepositions
- Personal pronouns: *ego, tū, is, ea, id*
- Cardinal and ordinal numerals 1–10
- Demonstrative adjective/pronouns: *hic, ille, iste*

Introduction to Students

Libellus dē Historiā, Pars C

A Little Book about History, Part C

Latin is a language unlike any other. We can use it not merely as a means to communicate with others regarding events of the present but also as a key to unlock tales of the past. From the voyage of Columbus to the explorations of Lewis and Clark, the Battle of Bunker Hill to the War of 1812, these thirty-two short stories enable students to witness the discovery and early years of America while applying the grammar tools of Latin that they have acquired.

Each story is keyed to the Latin grammar and vocabulary taught in *Latin for Children Primer C (LFCC)* and the history taught through the Veritas Press Explorers to 1815 history series. While this reader was originally conceived as a supplemental text to enhance the learning experience of the student using these curricula, it is not necessary to use either of them to benefit from and enjoy this history reader. This book has a user-friendly format that provides full support for even the most novice of Latin teachers, regardless of the curriculum they choose.

Several helpful features are included to make this text easy for students, teachers, and parents to use. One feature is a table of contents listing the grammar assumed for each story. This enables teachers to better select the appropriate material for their young translators. In addition, each story glosses all new vocabulary words not already taught in previous chapters of *Latin for Children Primers A–C* or seen in previous stories. A full glossary is also included at the end of the book, listing every Latin word used throughout. Each entry is accompanied by a reference to the chapter in which that word first appears. We have also included many grammatical and historical notes alongside the vocabulary words for each

chapter. These notes will provide readers with further insight into the etymology or meaning of some words, and the history associated with others. Lastly, readers will find a bibliography full of additional resources that may help to further integrate history lessons with Latin studies.

A Note about Translation

I would like to share with you my approach for both written and oral translations. This process is one I developed in my own classroom through the years; I find it to be very beneficial. Whether you choose this approach or develop one of your own, maintaining a consistent and systematic method of translating will make the experience more enjoyable for both students and teachers.

Step 1: Unfamiliar Vocabulary List

Students should make a list of all vocabulary they do not recognize or any meanings about which they are uncertain. While it is assumed that all vocabulary not glossed with a particular story has already been learned or seen in previous chapters, students may have yet to seal those words in their minds. Putting this step before the actual translation may seem tedious at first. However, I guarantee that this discipline will make the translation process much smoother. Moreover, this exercise will reinforce the students' developing vocabulary and memorization skills. The more often students must look up a given word whose meaning eludes them, the better they will learn that word.

Step 2: Written Translation

I generally advise that students be divided into groups of two to three for this task. Particularly in the beginning, students will find some security and confidence in working together. However, I find that groups larger than three have a more difficult time collaborating effectively to obtain a good translation. Other times, you may wish to have students work independently.

Latin sentence structure is looser than English, but most prose does follow certain rules. Thus, each sentence may be approached with a "question flow" or sequence that will help students analyze the grammar of a given Latin sentence. For the passages in this book, this simple question pattern should suffice:

1. Where is the Verb (Linking or Action)? *Parse: tense, person, number.*
 2. Where is the Subject? *Parse: case, number, gender.*
 3. Any Adjectives modifying the Subject? *Parse: case, number, gender.*
 4. Do we need a Direct Object (DO) or Predicate Nominative (PN)?
Why? *Parse: case, number, gender.*
 5. Any Adjectives modifying the DO/PN? *Parse: case, number, gender.*
 6. Are there any Prepositions? What case does the Preposition take?
Where is the Object of the Preposition? *Parse: case, number, gender.*
 7. Any Adjectives modifying the OP? *Parse: case, number, gender.*
 8. Any word(s) left? *Parse: case, number, gender OR tense, person, number.* How does this word fit in our sentence? Why?
- Repeat this process for each sentence and each subordinate clause within a sentence.

Step 3: Oral Translation

Many classrooms may wish to end the translation process with a written exercise. While that is certainly a sufficient end for some, I feel they are missing out on a wonderful opportunity. Both as a student and as a teacher, my favorite part of Latin class is oral translation.

There are many benefits to this wonderful exercise. First, it builds great confidence in the students, for they are truly reading a Latin story. Second, it works to develop oral language skills that students will need in learning any modern language they may choose to study. Finally, oral practice helps in laying a foundation for the rhetoric stage, the capstone of the Trivium.

If possible, gather students in a circle or other arrangement that enables class members to participate and interact well with one another and the teacher. Allow them their Latin passage and unfamiliar vocabulary list, but do not allow them their English translations. We all know that they can read English; this exercise is to practice reading Latin.

Before you begin reading, it is important to give everyone, including the teacher, permission to make mistakes, no matter how big they seem. No one is fluent in Latin yet. We are all learning.

One by one, have students read aloud, first in Latin, then in English. If students appear to be stuck, guide them through the sentence using the question flow listed above. Then, ask them to retranslate the sentence smoothly on their own. Occasionally ask a student to retranslate a sentence already translated by someone else, but in a slightly different way.

Step 4: Reading Comprehension

Teaching students how to read for comprehension and specific information is an important goal at the grammar stage. Instruction in this skill need not be limited to English grammar classes. Each story in this reader is followed by a few reading comprehension questions. They may certainly be used as written exercises. However, I recommend asking them orally following the time of oral translation. It gives students a thrill to know they are having a Latin conversation while exercising both their oral and reading comprehension skills.

This entire translation process, from vocabulary to oral discussion, should take three days, with a little bit of homework assigned. If you prefer all work to be done together in class rather than as homework, spread out the process over four days.

Sight Translation

After orally translating a few stories using the process recommended above, students may be ready to take their Latin reading comprehension to a new level: sight translation. Try reading a story aloud to students as they silently read along. You may wish to read the story to them more than once. Then ask them a few simple questions to check their comprehension, using interrogatives with which they are familiar and the reading comprehension questions at the bottom of each story to help guide you. The class will be amazed at how much they are able to glean from a story without first fully translating it! Next, walk them through the oral translation process, offering as much vocabulary help as possible. The goal of this exercise is to continue to train their minds to analyze language and its grammatical structure.

As you read through these stories, be sure to take the time to enjoy not only the vocabulary and grammar contained in this book but the stories used to demonstrate them as well. This book contains many narratives intended to draw students into pivotal moments of early American history. Translate part of an actual transcript from the Salem Witch Trials, read about a farmer's experience during the First Great Awakening, and ride with Paul Revere through the American colonies. At the end of this journey through history, you will find appendices containing the Pledge of Allegiance and "The Star-Spangled Banner" in Latin. (Note that in the Latin version of "The Star-Spangled Banner," we have indicated with underlining the syllables that should be held while singing.) Students are

sure to enjoy deciphering their own Latin records of America's history in *Libellus de Historiā, Pars C*.

A Note on the Readings

Please note that the word order for the readings in this book is intended to imitate Latin word order in simple sentences. The word order for Latin is different than what you are accustomed to in English. English tends to follow the pattern Subject – Verb – Object (SVO). Latin generally follows the pattern Subject – Object – Verb (SOV). Here's an example:

Vir elephantum videt. = The man sees the elephant.

If there is no subject noun, the sentence could simply be O-V:

Elephantum videmus. = We see the elephant.

Adjectives will appear after the nouns they describe:

Vir elephantum pulchrum videt. = The man sees the pretty elephant.

As you read, it is wise to look closely at the endings and consider the case of the noun. Remember that the case determines how the noun functions in the sentence, not word order.



Prīnceps Henrīcus, Nauta

(AD) MCCCXCIV–MCDLX

Henrīcus “Nauta” prīnceps Lūsītānōrum est. Annō MCCCX-

CIV, in Lūsitāniā nāscitur. Lūdum nautārum fundat. Prō

nāvigātiōnibus pecūniam dat. Haec facta Henrīcī viam ab Āfricā ad

Asiam ulteriōrem patefaciunt. Hic lūdus multōs magistrōs artium

geographicae, astronomiae, nauticae trahit.

Hī magistrī naucrī Prīncipis Henrīcī praecepta ad

nāvigātiōnēs apta trādunt. Ūnus ē naucrī Prīncipis Henrīcī

prīmōs servōs ex Āfricā portat. Prīnceps Henrīcus plūsquam

quīnquāgintā nāvigātiōnēs mittit. Sed Prīnceps Henrīcus nōn nauta

vērū est et numquam cum nāvigātiōnibus nāvigat.

1. *Caput prīmum*

Nūlla nāvīgatiōnum Prīncipis Henrici Asiam ulteriōrem attin-

git. Ūnus ē nauclērīs etiam Montem Leōninum attingit.

Glossary

Henricus, -ī, m.: Henry (name)

Lūsitanī, -ōrum, m. pl.: the Portuguese

annō: in the year . . . (ablative of time within which)

Lūsitūnia, -ae, f.: Portugal

nāscitur: he is born (from **nāscor**, **nāscī**, **nātus sum**, to be born)

This is a deponent verb. Deponent verbs are passive in form but active in meaning.

fundō, **fundāre**, **fundāvī**, **fundātum**: to lay the foundation, to found, establish

nāvīgatiō, **nāvīgatiōnis**, f.: a sailing, voyage

factum, -ī, n.: deed, act

Āfrica, -ae, f.: Africa

Asia, -ae, f.: Asia

Asia usually refers to Asia Minor and was a province of the Roman Empire, mostly encompassing Turkey. There does not seem to have been an agreed-upon name for Asia as we know it today, though Marco Polo uses the word “India” to refer to all of what is modern-day Asia. There were words in Latin, however, for China and other far-off places.

ulterior, **ulteriōris**, adj.: further

patefaciō, **patefacere**, **patefēcī**, **patefactum**: to make open, make clear.

Patefaciunt: they open up . . .

(ars) **geographica**, (artis) **geographicae**, f.: cartography (the study of mapmaking)

astronomia, -ae, f.: the study of the stars; *astra* (ἄστρον) + *nomia* (νομία): “star” + “counting”

nauticus, -a, -um: nautical (*ars nautica* : nautical arts/skills)

trahō, **trahere**, **traxī**, **tractum**: to draw, drag; entice



naulērus, -ī, m.: ship's captain

praeceptum, -ī, n.: precepts, principles, rules

trādō, trādere, trādidī, trāditum: to pass on, hand over, teach

ūnus ē naulērīs: "one of the captains" (cardinal numbers with the ablative to express the partitive idea)

plūsquam, adv.: more than

quīnquāgintā: indeclinable numerical adj.: fifty

mittō, mittere, mīsī, missum: to send, dispatch

sed, conj.: but

et, conj.: and

numquam, adv.: never

nūllus, -a, -um, adj.: no one, none. One expresses "none of . . ." with *nūllus* and a noun in the genitive case (called the "partitive genitive")

attingō, attingere, attīnxī, attīnctum: to reach, get to, touch upon

etiam, adv.: even

Mōns Leōninus, Montis Leōnīnī, m.: literally, "mountain range of lions," modern-day Sierra Leone, a country in West Africa.

The original Portuguese name of this West African region was "Serra Leonem," meaning "mountain range of lions." The words *sierra* (Spanish) and *serra* (Portuguese) come from the Latin *serra, -ae, f.*, saw. The word was applied to particularly jagged mountain ranges which appeared saw-like in profile. **Notā Bene:** We get the words "serrate" and "serrated" from this Latin root.



Respondē Latīnē

1. Quōs hic lūdus trahit?

2. Quae magistrī trādunt?

3. Estne Prīnceps Henrīcus nauta vērus? Cūr?

Quōs (pl.) – whom? **Quae** – what? **Estne** – is . . . ?

Cur – why? **Minimē** – no **Ita vērō** – yes



Chrīstoforus Colom

MCDXCII

Chrīstoforus Colom est naoclērus. Nāvigātiōnem in lūdō

Prīncipis Henricī discit. Chrīstoforus et cēteri nautae orbem

terrārum esse globum sciunt, sed quod magnitudinem ēius nōn

magnam esse putat, nāvigāre ad occidentem sōlem et Asiam

ulteriōrem attingere vult. Isabellae, rēgīnae Hispāniae, nūntiat,

“Dēmōstrābō mē trāns Ōceanum Atlanticum trānsire posse, ad

Indiam nāvigābō!” Chrīstoforus rogat rēgīnam ut eī pecūniam et

nāvēs mandet. Sed rēgīna eī eās nōn mandābit. Identidem Rēgem

Ferdinandum et Rēgīnam Isabellam rogat. Sed semper respon-

dent “minimē!” quod Chrīstoforus magnum praemium rogat.

1. *Caput secundum*

Tandem, Lūdvīcus dē Santangel, aerārii praefectus rēgis, rēgi prō

Chrīstoforō suādet. Prīncipēs eī pecūniam et trēs navēs mandant.

Annō Domini MCDXCII, Chrīstoforus Colom nāvigat. Nāvēs

duōs mensēs nāvigant. Duodecimō diē Octōbris, nauta terram

videt. Chrīstoforus hanc terram esse Indiam putat. Ad Hispāniam

redit et multa nova mīraque refert. Prīncipēs eum Ōceanicae Classis

Praefectum appellant. Pontifex Alexander VI², Hispānus, lineam

cōfinālem indicat et Ōceanum inter Hispāniam et Lūsitāniam

dīvidit.



Glossary

Chrīstoforus Colom, m.: Christopher Columbus (name)

This was the manner in which Christopher Columbus's own signature was translated when his letters were published in Latin. In his own lifetime, he was referred to as Colom instead of Columbus. Today, his descendants bear the surname Colon.

nāvigātiō, nāvigātiōnis, f.: navigation

orbis terrārum, f.: circle of lands, world; known world

globus, -ī, m.: sphere, globe; *orbem terrārum esse globum*:

the earth is a globe

Literally, "they know the circle of lands to be a globe" (indirect discourse).

2. *sextus*

quod: because; *sed quod magnitudinem eius nōn magnam esse putat:*
but because he thinks that its size is not great (literally, “he thinks its size to be not great.”)

ēius: its

ad occidentem sōlem: toward the setting sun; toward the west

vult: wishes, wants

Hispānia, -ae, f.: Spain

Ōceanus Atlanticus, -ī, m.: Atlantic Ocean

mē trāns Ōceanum Atlanticum trānsire posse: “I am able to cross the Atlantic Ocean” (literally, “I will show me to be able to cross the Atlantic Ocean”)

India, -ae, f.: India

ut . . . mandet: to entrust (construction known as a jussive noun clause or indirect command)

eī: to him / to her

identidem, adv.: again and again

semper, adv.: always

minimē: no!

magnum praemium: As a reward for his promised discovery, Columbus asked for a percentage of all riches harvested, the title and powers of viceroy of all lands discovered, and the grand title “Admiral of the Ocean Fleet.”

tandem, adv.: finally

Lūdovīcus dē Santangel, m.: Luis de Santangel (name)

Luis de Santangel, treasurer to the king and a great help to Columbus, convinced the king that the benefits of such a discovery would be worth Columbus’s price.

aerarii praefectus: treasurer (literally, “prefect of the treasury”)

suādeō, suādēre, suāsī, suāsūm: to persuade (+ dat. of the person)

duōs mēnsēs: for two months (accusative of duration of time)

duodecimō diē: ablative of time when = “on the twelfth day”

Octōber, Octōbris, m.: October

terram esse Indiam: the land is India (literally, “the land to be India”)

multa nova miraque, n. pl.: (add “things” to your translation)

refert: he brings back (from the irregular verb **referō, referre**, to bring back)



Ōceanicī Classis Praefectum: Admiral of the Ocean Fleet

Hispānus, -a, -um, adj.: Spaniard

lineam cōfinālem: line of demarcation

The line of demarcation declared by Pope Alexander VI on May 4, 1493, ran from the Arctic Pole down to the Antarctic Pole, 100 leagues west of the Cape Verde and Azores Islands. Anything to the East was declared to belong to Portugal; the West was given to Spain. This ruling, or bull, issued by the pope, himself a Spaniard, favored Spain.

indīcō, indicere, indīxī, indictum: to appoint, declare

divīdō, dividere, divīsī, divīsum: to divide (taught in chapter 27 of *LFCC*)

Respondē Latīnē

1. **Ubī Chrīstoforus nāvigātiōnem discit?**
2. **Quī sunt prīncipēs Hispāniae?**
3. **Quam appellātiōnem³ rēx Chrīstoforō dat?**

Ubī – where? **Quī** (pl.) – who? **Quam** – what



3. **appellātiō, appellātiōnis, f.:** title, appellation



Magellānus Orbem Circumnāvigat

MDXIX–MDXXII

Ferdinandus Magellānus naoclērus Lūsītānus est. Primus orbem
circumnāvigat. Classem quīnque nāvium iubet. Rēx Hispānōrum,
Carolus I², Magellānō prō nāvigātiōne nōbili pecūniam dat. Nōmina
nāvium classis in linguā Lūsitānā sunt *Conception*, *San Antonio*,
Santiago, *Trinidad*, et *Victoria*.³ In viā quīdam ex nautis sēditionem
faciunt. Alii nautae dūcem sēditionis necant et duōs ex comitibus
ēius relinquunt.

Magellānus viam ad Ōceanum Pācificum invenit. Hodiē hanc
viam “Fretum Magellāni” appellāmus. Antequam Magellānus

1. *Caput tertium*

2. *primus*

3. *In linguā Latinā: Conceptiō, Sāctus Antōnius, Sāctus Iācōb, Trinitās, Victōria.*

nāvigātiōnem perficit, dux Philippinārum, nōmine Lapu Lapu, et

comitēs eum necant. Annō MDXXII, ūna nāvis, *Victoria*, cum XVIII⁴

superstitibus nautis, ad Hispāniam redit.



Glossary

Ferdinandus Magellānus: Ferdinand Magellan (name)

prīmus, -a, -um: To say “he was the first to . . .” in Latin, you can simply use the adjective *prīmus* to modify the subject. To say “What does he do first?” you would use the adverb *prīmum*.

orbem: The regular Latin expression for the “known world” was *orbis terrārum*, but we are specifically concerned here with the world with respect to its geographically spherical nature. The ancients thought of the world as a disc, and this is what *orbis* originally means: a ring, a circuit, any two-dimensional circle.

circumnāvigō, circumnāvigāre, circumnāvigāvī, circumnāvigātum (*circum* + *nāvigō*): Use your knowledge of Latin to figure out what this word means!

Hispānī, -ōrum, m. pl.: the Spanish

Carolus, -ī, m.: Charles (cf. *Carolus magnus* = Charlemagne; Carolina, “land of Charles”) (name)

pecūniam dō: to pay for, fund

classis, -is, f.: fleet (of ships)

quīdam, quaedam, quiddam: a certain one, certain ones

Quīdam takes the prepositional phrase *ē/ex* + the ablative.

sēditiōnem facere: to mutiny

relinquō, relinquere, reliquī, relictum: depart from, leave, forsake, abandon

pācificus, -a, -um, adj.: peaceable, peaceful

Use your knowledge of Latin and English to figure out what *Ōceanum Pācificum* means!

4. *duodēvigintī*

inveniō, invenīre, invēnī, inventum: to discover the existence of, find

fretum, -ī, n.: strait, sound

antequam, conj.: before

perficiō, perficere, perfēcī, perfectum: to complete, finish; *perficit:*

he/she/it completes

Our word “perfect” comes from this Latin root. “Perfect” means “finished.”

Philippinae, -arum, f.: the Philippines

The Philippines were so-called after King Philip II of Spain, who organized the first colony in 1565. Lapu Lapu was the name of the chief who fought and killed Magellan.

superstes, -itis, adj. or n.: surviving; (used as a noun) survivor

redeō, redire, rediī, reditum: to go back, return; *redit:* returns

Respondē Latīnē

1. **Quis est Magellānus?**
2. **Quid Magellānus prīmus facit?**
3. **Quis eī pecūniam dat?**
4. **Ubī est Fretum Magellānī?**

Quis – who?

Quid – what?

Ubī – where?





Victōria Hispāna

Saeculō XVI

**Saeculō post prīmam Christoforī Colom nāvigātiōnem,
Hispānia et mediam et merīdiānam Americam vincit. Sic, hoc
saeculum “Victōriam Hispānam” appellāmus.**

**Ūnus ex explorātōribus Hispanīs, Ferdinandus Cortēsius, mag-
num imperium Aztecōrum ferōcum vincit. Primum, Cortēsius et
comitēs rēgem Aztecōrum, Montezūmam, necant. Deinde, exer-
citum ingentem et cīvitatē veterem Aztecōrum perdunt. Dēnique,
Cortēsius et comitēs Honduriam et paenīnsulam Californiae
explōrant.**



1. *Caput quārtum*

Annō MDXIII, alius explōrātōrum Hispanōrum, Ponce de Leon,

ad terram Flōridam nāvigat. Fontem adulēscēntiae perpetuae quae-

rit. Quamquam nōn hunc fontem fabulōsum, tamen paenīnsulam

amoenam et fēcundam invenit. Hodiē, multi ad Flōridam migrant et

ibi habitant. Etiamnunc, illum fontem quaerunt.



Glossary

saeculō: ablative of time when = in the century

medius, -a, -um, adj.: the middle. It modifies the noun
and is translated “middle of . . .”

et . . . et: both . . . and

America, -ae, f.: America

sīc: so, thus, in this way

The way Spanish speakers say “yes,” *sí*, comes from the Latin *sīc*.

saeculum, -ī, n.: generation; more generally, a span of 100 years, a century

explōrātor, -ōris, m.: explore

This word, in classical prose, meant a scout or spy, in the military sense. The same is true of the cognate verb *explōrō*. We may use these words because the meaning stretched over time to include what we mean by “explorer/explore.” It may be noted that the early explorers of the Americas were not merely adventurers but also military commanders.

Ferdinandus Cortēsius: Hernando Cortez (name)

Ferdinandus is the usual Latin form of Hernando. Surnames, during this period, were frequently not Latinized, but Cortez’s was rendered into this language.

Aztecus, -ī, m. / -a, -ae, f.: a native inhabitant of Mexico

The word “Aztec” was not applied to this people group as a whole until the nineteenth century. The natives called themselves “Mexica,” hence the name of the modern country.

ferōx, ferōcis, adj.: fierce, wild, warlike

primum, adv.: first

Montezuma, -ae, m.: Montezuma (name)

We will treat this name as a first-declension masculine noun, like *agricola* or *nauta*.

deinde: then, after that

exercitus, -ūs, m.: trained army

This is a fourth-declension noun. See the chart in *LFCC* chapter 20.

ingēns, ingentis, adj.: huge

vetus, -eris, adj.: old, ancient

perdō, perdere, perdidī, perditum: to destroy, ruin, do away with

dēnique: finally

Honduria, -ae, f.: Honduras

California, -ae, f.: California

The modern area known as Baja, California, is actually in Mexico.

Check it out on a *tabula geographica*!

alius, -a, -um: other, another

Ponce dē Leon: same in English and Latin (name)

In de Leon’s text *Sancti Ephiphanii ad Physiologum*, a Latin translation and commentary on Greek saints’ sermons, de Leon, a very learned man, chose not to Latinize his name. This trend continues to this day, as most modern names are no longer Latinized in Latin texts. We will Latinize most Christian names in the following stories, but surnames will not be Latinized unless there is evidence that the name has been correctly and authentically Latinized in the past.

flōridus, -a, -um, adj.: flowering, blooming, beautiful

Flōrida, -ae, f.: Florida

fōns, fontis, m.: spring, fountain, well-source

adulēscēntia, -ae, f.: youth. (cf. *adulēscēns, -entis, c.*, a young man or woman)

perpetuus, -a, -um, adj.: continuous, uninterrupted

quaerō, quaerere, quaesivī, quaesitum: to look for, strive after, seek

quamquam . . . tamen: although . . . nevertheless
fābulōsus, -a, -um, adj.: fabled, famous in stories (compare to *fābula*)
tamen, conj.: nevertheless
paeninsula, -ae, f: peninsula
amoenus, -a, -um, adj.: pleasant, lovely, esp. of places
fēcundus, -a, -um, adj.: fertile, good for growing crops
migrō, migrāre, migrāvī, migrātum: to move, immigrate
etiamnunc = etiam + nunc: even now

Respondē Latīnē

1. Quem Cortēsius vincit?
2. Quis est Rēx Aztecōrum?
3. Ubī Ponce de Leon Fontem Adulēscēntiae petit?
4. Quid prō illō fonte invenit?

Quem (acc., sing.) – whom?

Quis – who?

Ubī – where?

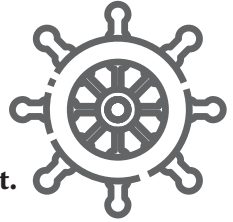




Samuēl Complēnius

MDLXX–MDCXXXV

Samuēl Complēnius in familiam nauticam nātus est. Et pater
et patruus erant nauclērī nāvium. Ubī Samuēl erat adulēscēns, ad
multōs distantēs locōs cum eīs nāvigābat.



Nunc Samuēl, vir, terrās Novae Galliae explōrat.

Audāx explōrātor sūrsum deorsum litus nāvigat et multās tabulās
geographicās facit et bonus amīcus Indigenārū fit. Samuēl
Indigenās et morēs eōrum honōrat. Mercātūrā cum gente
Indigenā, nōmine Huron, cōstituit. Huron gēns rogat eum ut
hostēs, nōmine Iroquois, oppugnet. Samuēl exercitum Indigenārū
secundō Sanctī Laurentiī Flūmine dūcit, et ingentem lacum invenit.

1. *Caput quīntum*

Hunc lacum “Complēnium” appellat. Ibi est ferōx pugna. Samuēl

trēs ducēs necat, et Iroquois fugiunt. Haec victōria erit infēlix

Gallis; nam Iroquois erunt ferōcēs hostēs eōrum multōs annōs.

Glossary

Samuēl Complēnius: Samuel de Champlain, French explorer (name)

nauticus, -a, -um, adj.: naval

nātus est: was born (from **nāscor, nāscī, nātus sum**, deponent verb, to be born)

Deponent verbs are passive in form, but active in meaning.

patruus, -ī, m.: uncle (paternal uncle)

naoclērus, -ī, m.: captain (of a merchant ship)

distāns, distantis, adj.: distant

In his youth, Champlain sailed as far away as Central America and the West Indies. During this time, he learned both navigation and cartography (the study of mapmaking).



sūrsūm deorsum: up and down

Champlain sailed as far south as Cape Cod during his explorations of the North American coast.

tabula geōgraphica, -ae, f.: map

fiō, fierī, factus sum, irreg. verb: to become

mōs, mōris, m.: custom

honōrō, honorāre, honorāvī, honorātum: to honor, respect

mercātūra, -ae, f.: trade

Champlain established a great system of trade with several native tribes. He traded them metalware for their furs. Beaver pelts were the current fashion trend and were in great demand throughout Europe. One tribe, the Huron, wanted more than just pots for their skins. They wanted Champlain's help in defeating their fierce enemy, the five Iroquois nations.

indigena, -ae, adj.: native; (as a noun) native person

The word “indigenous” is an English derivative.

nōmine: by the name, called (from **nōmen, nōminis**, n.: name)

Iroquois: Champlain sealed his friendship and trade business with the Huron tribe by helping them in their battles against the Iroquois. Unfortunately, the Iroquois greatly resented the Frenchman's alliance with the Huron and caused the French settlers much grief for more than a hundred years after Champlain's death.

cōstituō, cōstituere, cōstituī, cōstitutum: set up, establish; what English word does this remind you of?

ut . . . oppugnet: to fight (this construction is called a jussive noun clause *or* indirect command)

exercitum, acc., m., sing.: army (from **exercitus, -ūs**, m., army)

secundō . . . flūmine: downstream (i.e., with a favorable flow of water; upstream is *adversō flūmine* – with the river opposing)

Sancti Laurentii Flūmen, Sancti Laurentii Flūminis, -ae, n.:

St. Lawrence River

lacum, acc., m., sing.: lake (from **lacus, -ūs**, m., lake)

fugiō, fugere, fūgī, fugitum: to flee

nam: for

multōs annōs: accusative of duration of time = for many years

Respondē Latīnē

1. **Ubī Samuēl explōrat?**

2. **Quid facit?**

3. **Quae gēns est socius eius?**

4. **Quid erat mūnus et patrī et patruō?**²

Ubī – where? **Quid** – what? **Quae** – which? what?

2. The dative expressing possession can be translated “of” rather than “to” or “for.”