

# Libellus de Historia

LATIN HISTORY READER

for use with *Latin for Children*

— PRIMER B —



Karen Moore

Latin For Children, Primer B  
LATIN READER

# Contents

STORY	GRAMMAR ASSUMED*
1. Augustinus (St. Augustine Converts, 386 A.D.)	1 <sup>st</sup> & 2 <sup>nd</sup> conj., present system
2. Barbarī (Barbarians & Vikings, c.400 – 1000 A.D.)	
3. Jerominus (St. Jerome Writes the Bible, 405 A.D.)	
4. Concilium Chalcedōnis (Council of Chalcedon, 451 A.D.)	irregular verb, <i>esse</i>
5. Sanctus Benedictus et Monasteria (St. Benedict and the Monasteries, c. 540 A.D.)	
6. Iustinianus Magnus (Justinian the Great, 527 – 565 A.D.)	<i>is, ea, id</i> (sing. only)
7. Muhammed et Religiō Islamica (Mohammed and Islam, 570 – 632 A.D.)	<i>is, ea, id</i> (pl. forms)
8. Carolus Magnus (Charlemagne, 742 – 814 A.D.)	<i>ego, nōs</i>
9. Aelfredus Magnus (Alfred the Great, 871 – 901 A.D.)	<i>tu, vōs</i>
10. Otto I et Imperium Rōmānum (Otto I & Holy Roman Empire, 962 – 973 A.D.)	
11. Schisma Orientalis Ecclesiā Occidentalisque Ecclesiā (The East-West Schism, 1054 A.D.)	prepositions + accusative

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12. Līberī in Mediō Aevō	prepositions + ablative
(Children in the Middle Ages, c. 1000 – 1400)	
13. Guillemus Victor	
(William the Conqueror, 1066 A.D.)	
14. Cathedralēs in Eurōpā	cardinal numbers
(Cathedrals in Europe, c. 1100 A.D.)	
15. Peregrina Itinera	ordinal numbers
(The Crusades, 1095 – c.1250 A.D.)	
16. Sanctus Franciscus Assisiensis	
(St. Francis of Assisi, 1182 – 1224 A.D.)	
17. Magna Carta	
(The Magna Carta, 1215 A.D.)	
18. Thoma Aquinas	
(Thomas Aquinas, 1225 – 1274 A.D.)	
19. Marcus Polo	3 <sup>rd</sup> declension, masculine & feminine
(Marco Polo, 1254 – 1324 A.D.)	
20. Ioanna Darco	3 <sup>rd</sup> decl. i-stem, masculine & feminine
(Joan of Arc, 1412 – 1431 A.D.)	
21. Schisma Pontificum	
(The Great Papal Schism, 1376 – 1417 A.D.)	
22. Iohannes Wicleffus & Iohannes dē Hussinetz	<i>hic, haec, hoc</i>
(John Wycliffe & John Huss, c. 1380 A.D.)	
23. Occasus Byzantiī	<i>ille, illa, illud</i>
(The Fall of Constantinople, 1453 A.D.)	
24. Iohannes Gutenberg Biblia Imprint	<i>iste, ista, istud</i>
(John Gutenberg Prints the Bible, 1456 A.D.)	



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25. Nova Auctōritās	
(A New Influence, c. 1300 – 1517 A.D.)	
26. Inquīsitiā Hispāniae	
(The Spanish Inquisition, 1478 A.D.)	
27. Martinus Lutherus	3 <sup>rd</sup> conjugation, present tense
(Martin Luther, 1517 A.D.)	
28. Zwingli et Anabaptistatēs	
(Zwingli and the Anabaptists, 1525 A.D.)	
29. Dēcrētum Imperīi	3 <sup>rd</sup> declension, neuter
(The Act of Supremacy, 1534 A.D.)	
30. Iohannes Calvinus	3 <sup>rd</sup> decl. i-stem, neuter
(John Calvin, 1536 A.D.)	
31. Concilium Tridentum	
(The Council of Trent, 1545 – 1563 A.D.)	
32. Iohannes Knox	
(John Knox, 1560 A.D.)	

\* N.B.

As this reader was designed to supplement Latin for Children, Primer B, the following grammar is assumed for all stories:

- 1<sup>st</sup> & 2<sup>nd</sup> conjugation, present system (i.e., present, imperfect, future tenses)
- 1<sup>st</sup> & 2<sup>nd</sup> declension nouns and adjectives
- irregular verbs *esse* & *īre*
- use of the nominative case (subject, predicate) and accusative case (direct object)
- simple prepositional phrases using both the accusative and ablative cases

# *Libellus dē Historiā, Pars B*

A Little Book about History, Part B

Latin is a language unlike any other. One uses it not merely to communicate with others regarding the happenings of the present, but also as a key to unlock the secret treasures of the past. It is therefore, with greatest delight that we share with you this little book of 32 Latin stories that tell a few tales of treasures past. From the conversion of St. Augustine to the explorations of Marco Polo, from the re-trial of Joan of Arc to the Spanish Inquisition, students will discover some of history's most exciting events 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 B and the history taught through the Veritas Press Middle Ages, Renaissance, and Reformation Series. While the 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 reader. This little book has a user-friendly format in order to provide full support for even the most novice Latin teachers, regardless of the curriculum they choose.

Several helpful features are included to make this text easy to use by students, teachers, and parents. First, the book opens with a Table of Contents listing the grammar assumed for each story. This enables teachers to better select the appropriate material for their young translators. Next the reader will find a small glossary within each story. This glossary lists all new vocabulary words for that story not already taught in previous chapters of LFC's Primers A and B, or seen in previous stories. Within each glossary the authors have also included their own notes that fully explain those grammatical constructions unfamiliar to students. On many occasions they have also included notes pertaining to the etymology of words or their historical significance. These should provide many opportunities to further

class discussions about the readings. In addition, a comprehensive glossary is included in the back, listing every word used throughout the reader. Each entry is accompanied by a reference to the chapter in which that word first appears. Lastly, readers will find a bibliography full of additional resources that may further integrate History lessons with Latin studies.

Finally, 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 whose meaning they are uncertain of. While all vocabulary not glossed with a particular story is assumed to have already been learned or seen in previous chapters, students may have yet to seal these 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 a student must look up a given word, whose meaning eludes him, the better he 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 who have little or no experience translating passages 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.

When I was a child daunted by an overwhelming task, my mother would often ask, "How do you eat an elephant? One bite at a time!" (The answer that I would not ever wish to eat an elephant was never accepted). Some students may at times feel overwhelmed by the length of a passage or even a sentence. Indeed it may appear to them to be of elephantine proportions. Encourage students to tackle their elephant one sentence at a time. When compound sentences appear complex, advise students to break

the sentence into smaller pieces by looking for conjunctions, commas, parentheses, quotation marks, *et cetera*.

Now that the elephant has been carved up, here's some advice on how to chew the meaty morsels and not choke on them. Latin does have a general word order (S, O, V). Its sentence structure is more loose than English, but most prose does follow certain rules. Thus, each sentence may be approached with a Question and Answer Flow which should be familiar to students of Shurley Grammar. For the passages in this reader, 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, Predicate, or Indirect Object? Why? Parse: Case, Number, Gender
5. Any Adjectives modifying the D.O. /P.N. /I.O.? 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 O.P.? 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, and before long the elephant will be pleasantly digested!

### **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. Oral translation is my favorite

part of Latin class both as a student and as a teacher. This is a wonderful exercise that has so many benefits. First, it builds great confidence in the students for they are truly reading a Latin story. Second, it works to develop oral language skills, which 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, arrange 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. Longer sentences may be divided up if needed. If a student appears to be stuck, choking on a large piece of elephant, guide them through the sentence using the questions listed above. Then, ask them to re-translate the sentence smoothly on their own. Occasionally ask a student to re-translate 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. It 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 a written exercise. 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 at the same time exercising both their oral and reading comprehension skills. This entire translation process, from vocabulary to oral discussion, should take three class periods with a little bit of homework; possibly four periods if you prefer all work to be done in class.

#### Sight Translation

After orally translating a few stories as 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 it to them more than once. Then



ask them a few simple questions using the interrogatives they are familiar with. Use the reading comprehension questions at the bottom to guide you. The class will be amazed at how much they are able to glean from a story without first fully translating. Then walk them through the process of an oral translation. Offer 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 not only to enjoy the vocabulary and grammar contained in this little book, but the stories used to demonstrate them as well. Each one is written with a desire to capture a moment in history for these young translators, to reveal heroes of the past whose legacy is our inheritance. Do you know that John Knox was a slave aboard a French ship before bringing the Reformation to Scotland? Or that John Gutenberg made mirrors before printing the Bible? Do you know that Joan of Arc, having been executed for heresy, was acquitted just 20 years later? Many of these great events occurred while Latin was still the Lingua Franca of its day, and many of them were recorded for posterity using Rome's mother tongue. When readers reach the end of this little book, they will find one final treasure. Two ancient pieces of Latin have been included, both recorded during the time period many of these stories took place. Young translators are sure to enjoy deciphering their own Latin records of history's marvelous treasures contained in Libellus dē Historiā.



# CAPUT I

**Augustinus**  
CCCLXXXVI A.D.

Augustinus est episcopus. Hippone habitat.

Hippo est oppidum in Africā. Augustinus multōs

librōs scribit. Ūnus liber, Confessionēs, historiam dē

vītā Augustinī nārrat. Liber etiam fābulam dē Monicā,

mātre Augustinī, nārrat. Monica prō Augustinō multōs

annōs orābat.

# Augustinus

## GLOSSARY:

episcopus, ī, m., bishop

Hippone, abl., m., sing. = in Hippo, a city in North Africa < Hippo, Hipponis

The names of cities use the locative case (which appears similar to the ablative) when describing place where.

Hippo, nom., m., sing. (see above)

liber, librī, m., book

scrībō, scrībere, scripsī, scriptum, to write

This is a 3<sup>rd</sup> conjugation verb. The present tense is formed in the same way as the 1<sup>st</sup> and 2<sup>nd</sup> conjugations. Drop the *-re* from the infinitive and add the personal endings.

ūnus, a, um, adj., one

Confessiōnēs, nom., f., pl., Confessions

historia, ae, f., history

vīta, ae, f., life

etiam, adv., also

mātre, abl., f., sing., mother

This is the ablative singular of the 3<sup>rd</sup> declension noun *māter*, “mother”. It is here placed in the ablative case because it acts in apposition to “*Monicā*.” In Latin appositives are always placed in the same case as the noun to which they refer.

multōs annōs, accusative of duration of time = “for many years”

This construction using the accusative case is typically used without a Latin preposition to express how long an action occurs. In English the phrase is often best translated using the preposition ‘for’ (i.e. “for many years”).

# Augustinus

Respondē Latīnē:

1. Quis est Augustinus?
2. Quis est māter Augustinī?

*Quis - who*



# CAPUT II

## Barbarī

*c. CD – M A.D.*



Mediō Aevō Barbarī et Northmannī magnum imperium habent. Imperium Rōmānōrum et aliās gentēs superant. Virī saevī et bellicōsī sunt. Capillōs flāvōs habent. Multās terrās spoliānt et vastant.

Germanī Galliam superant. Deinde Vandalī Hispaniam superant. Deinde Visigothī Rōmam superant. Deinde Saxonēs Brittaniam superant. Dēnique Rōmānī et sociī Attilam Hunnum, barbarum

# Barbarī

saevum, in Galliā superant.

Diū Northmannī oppida in lītore Europae  
spoliant. Pīrātae per orbem terrārum nāvīgant et  
multās gentēs superant.

Post multōs annōs, Mehmet Secundus  
Constantinopolem expungnat et imperium barbarōrum  
superat. Hic est finis aevī barbarōrum.



# Barbarī

## GLOSSARY:

medius, a, um, adj., middle

aevum, ī, n., age, time

Mediō Aevō, ablative of time when = in the Middle Age

This construction with the ablative is used to indicate a specific time when something occurs.

We often refer to this period of time in the plural form “the Middle Ages”. The Romans, however, generally referred to a period of time in the singular form. Thus, the timer period here is in the singular “*Mediō Aevō*.”

barbarī, ōrum, m. pl., barbarians

Northmannī, ōrum, m. pl., the “Northmen” or Vikings

imperium, ī, n., power; empire

Rōmanī, ōrum, m. pl., Romans

alius, a, um, adj., other, another

gentēs, acc., pl. < gens, gentis, f., nation, tribe

superō, āre, āvī, ātum, to overcome

saevus, a, um, adj., cruel, vicious, violent, harsh

bellicōsus, a, um, adj., warlike

flāvus, a, um, adj., golden, yellow

spoliō, āre, āvī, ātum, to plunder

vastō, āre, āvī, ātum, to lay waste to, destroy, desolate

Germanī, ōrum, m. pl., Germans

Gallia, ae, f., land of the Gallī (Gauls); modern-day France

deinde, adv., then, thereupon, later

Vandalī, ōrum, m. pl., Vandals

Hispanīa, ae, f., Spain

Visigothī, ōrum, m. pl., Visigoths (West Goths)

Rōma, ae, f., Rome

Saxonēs, acc., pl. < Saxo, ōnis, m., Saxon

# Barbarī

Brittania, ae, f., Britain (Great Britain, including Wales & Scotland)

dēnique, adv., finally, at last

Attila Hunnus, nom., m., sing., Attila the Hun

diū, adv., for a long time

lītore, abl., sing. < lītus, lītoris, n., shore

Eurōpa, ae, f., Europe

pīrāta, ae, m., pirate, sea-robber

Like the nouns *agricola* and *nauta* this is a masculine noun of the first declension.

orbem terrārum < orbis terrārum.

Literally: “the globe of lands.” But this is simply the Roman way of saying “the whole world” and so we may translate it that way.

Mehmet Secundus, nom., m., sing., Mohammed II

Constantinopolem, acc., sing. < Constantinopolis,

Constantinopolis, f., Constantinople

expungnō, āre, āvī, ātum, to expunge, cancel, remove

hic, nom., m., sing., pronoun, this

fīnis, nom., sing. < fīnis, fīnis, m., end