

# Libellus de Historia

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Latin History Reader  
for use with  
*Latin for Children, Primer C*



Karen Moore & Erin Davis

## *Acknowledgements*

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

# *Libellus de Historia*

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.



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.

Latin For Children, Primer C  
LATIN READER



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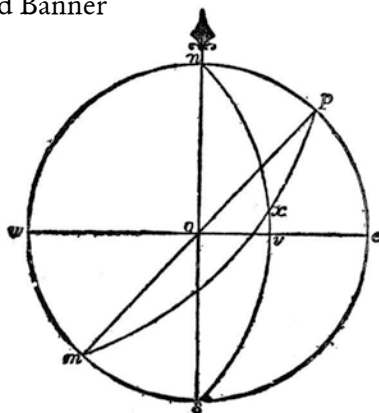
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\* *N.B.*

As this reader was designed to supplement *Latin for Children, Primer C*, 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)
- 3<sup>rd</sup> conjugation verbs, present tense
- 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> declension nouns and 3<sup>rd</sup> declension i-stem nouns
- 1<sup>st</sup> & 2<sup>nd</sup> declension adjectives
- irregular verbs *esse* & *īre*
- uses of the nominative case: subject, predicate
- uses of the genitive case: possession, partitive genitive
- uses of the accusative case: direct object, object of Latin prepositions
- use of the ablative case: object of Latin prepositions
- personal pronouns: *ego*, *tu*, *is*, *ea*, *id*
- cardinal and ordinal numerals, 1 – 10
- demonstrative adjective/pronouns: *hic*, *ille*, *iste*





# *Libellus de Historiā, Pars C*

A Little Book about History, Part C

Latin is a language unlike any other. One uses it not merely as a means 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 voyage of Columbus to the explorations of Lewis and Clark, from the Battle of Bunker Hill to the War of 1812, students will witness the birth pangs 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 and the history taught through the Veritas Press Explorers to 1815 History 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, B, and C, 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 that 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 in 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. This book contains many narratives guaranteed to draw students into pivotal moments of American History. Translate an actual transcript from the Salem Witch Trials; read a farmer's story about his experience during the First Great Awakening; ride with Paul Revere through the American colonies. When you have reached the end of journey, you will find an appendix containing the Pledge of Allegiance and the Star-Spangled Banner in Latin. Truly, Libellus de Historia is a Latin reader that no American student should be without!



# CAPUT I

## Prīnceps Henricus, Nauta MCCCXCIV - MCCCDCX A.D.



Henricus “Nauta” prīnceps Lūsītānōrum est. Annō

MCCCXCIV, in Lūsītāniā nascitur. Lūdum nauticōrum fundat.

Nāvigātiōnibus pecūniam dat. Haec facta Henricī viam ab

Africā ad Asiam patefaciunt. Multī magistrī chartographiae,

astrologiae, et nauticōrum in hunc lūdum veniunt.

Hī magistrī navarchīs Prīncipis Henricī doctrīnam ad

nāvigātiōnēs aptam dant. Ūnus ex navarchīs Prīncipis Henricī

prīmōs servōs ex Africā portat. Prīnceps Henricus plusquam

# Prīnceps Henricus, Nauta

quinguāginta nāvīgātiōnēs mittit. Sed Prīnceps Henricus nōn

nauta vērus est et numquam cum nāvīgātiōnibus nāvīgat.

Nulla nāvīgātiōnum Prīncipis Henricī Asiam accedit.

Ūnus ex navarchīs Serram Leōnum accedit.



# Prīnceps Henricus, Nauta

## GLOSSARY & NOTES:

**Henricus, ī, m.**, Henry

**Lūsitanī, ōrum**, m. pl., the Portuguese.

**annō**, = in the year...

ablative of time within which. This construction using the ablative without a preposition is used to demonstrate the time within which an event occurs

[See AG 423].

**nascitur** = he is born < nascor, nascī, natus sum, to be born.

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

**nauticus, a, um**, adj., nautical, naval. (neuter pl. as noun, translate “nautical things.”)

**fundō, āre, āvī, ātum**, to lay the foundation, to found, establish

**nāvāgatio, ōnis**, f., a sailing, voyage.

**dēnique**, adv., at last, finally

**factum, ī, n.**, deed, act

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

*Patefaciunt, they open up...*

**chartographia, ae, f.**, cartography, study of map-making

The word is not classical. To express what we mean by “map” the Romans would have used the phrase, *tabula geographica*.

**astrologia, ae, f.**, the study of the stars.

*Astrum + logia*, the study of the stars. The term *astrologia* was the original term which covered the science we know as *astronomy*. In the Renaissance, scientists began to make a distinction between the study of the stars for divination (astrology) and the study of the stars for purely empirical reasons (astronomy).

**navarchus, ī, m.**, ship’s captain

**doctrīnam**, The abstract noun *doctrīna* comes from the verb *doceō, ēre*, to teach. *doctrīna* thus refers to a body of information which is imparted by teaching.

# Prīnceps Henricus, Nauta

**ūnus ex navarchīs**, When one wants to express “one of ...”, one uses the preposition “*ē/ex*” + the ablative. cf. *ē pluribus ūnum* (one out of many) [See AG 346.2].

**plusquam**, adv., more than

**quingūāginta**, indeclinable numerical adj., fifty

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

**numquam**, adv., never

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

**accedō, accedere, accessī, accessum**, to reach, get to, approach.

**Serra Leōnum**, lit., “mountain range of lions,” modern day Sierra Leon, 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. N.B. that we get the words *serrate* and *serrated* from this Latin root.

## RESPONDĒ LATĪNĒ:

1. Quī in hunc lūdum veniunt?
2. Quem magistrī docent?
3. Estne Prīnceps Henricus nauta vērus? Cūr?

Quī (pl.) – who?

Quem – whom?

Estne – is he?

Cūr – why?

Mīnime – no

ita vero – yes





# CAPUT II

## Christoforus Colom *MCDXCII A.D.*



Christoforus Colom est gubernator. Nāvigātiōnem

ad lūdum Prīncipis Henrici discēbat. Christoforus terram

esse orbem putat. Isabellae, Rēgīnae Hispāniae nūntiat, “Id

probābō, terram esse orbem dēmōnstrābō, ad Indiam nāvigābō!”

Christoforus rēgīnam mandāre eō pecūniam et nāvēs rogat.

Sed rēgīna eās nōn mandābit. Iterum et iterum rēgēs, Rēgem

Ferdinandum et Rēgīnam Isabellam, rogat. Sed semper

respondunt “minime!,” quod Christoforus magnum praemium

# Christoforus Colom

rogat. Tandem, Ludovicus dē Santangel, aerārī praefectus rēgis, rēgem prō Christoforō suadit. Rēgēs pecūniam et trēs navēs mandant.

Annō Domini MCCCCXCII, Christoforus Colom

nāvigat. Nāvēs duōs mensēs nāvigant. Duodecimō diē Octōbris, nauta terram videt. Christoforus hanc terram esse Indiam putat. Ad Hispāniam redit et multa nova mīraque refert. Rēgēs eō appellātiōnem, Ōceanicis Classis Praefectum, dant. Pontifex Alexander VI, Hispānus, lineam confiniū indicat et oceanum inter Hispāniam et Lusitaniam dīvidit.

# Christoforus Colom

## GLOSSARY & NOTES:

### Christoforus Colom, m., Christopher Columbus

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.

### gubernātor, gubernātōris, m., navigator

### nāvigātiō, nāvigātiōnis, m., navigation

### ad, best translated here as 'at'

### terram esse orbem = the earth is a globe

Indirect Discourse. Literally, "He thinks the earth to be a globe." The phrase may also be translated more loosely, "the earth is a globe." [AG, 577, 581]

### Hispānia, ae, f., Spain

### iterum, adv., again

### sed, conj., but

### semper, adv., always

### minime = 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.

### quod, conj., because

### tandem, adv., finally

### Ludovicus dē Santangel, m., Luis de Santangel

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' price.

### aerārī praefectus = treasurer

### annō, ablative of time when = in the year

The ablative case is used to denote the time when an event

# Christoforus Colom

occurs. The English prepositions “in” or “on” may be used when translating this construction.

[AG, 423]

**duōs mensēs, accusative of duration of time = for two months**

The accusative case is used to show the extent of time over which an event occurs. The English prepositions “to” or “for” may be used when translating this construction.

**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)**

Indirect discourse (see above)

**refert = he brings back < irregular verb, *referō, referre*, to bring back**

**multa nova mīraque, neuter plural**

Substantive adjectives. Adjectives placed in the neuter plural without an accompanying noun may be translated as “things”:  
many new and wonderful things [AG, 288]

**appellātio, appellātiōnis, f., title**

**Ōceanicis Classis Praefectum = Admiral of the Ocean Fleet**

**Hispānus, a, um, adj. Spaniard**

**lineam confinīi = line of demarcation**

The line of demarcation declared by Pope Alexander VI, 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.



# Christoforus Colom

## RESPONDĒ LATĪNĒ:

1. Ubī Christoforus nāvīgātiōnem discit?
2. Quī sunt rēgēs Hispāniae?
3. Quam appellātiōnem rēx Christoforō dat?

Ubī - where?  
Quī (pl.) - who?  
Quam - what?



# CAPUT III

## Magellanus Orbem Circumnāvigat

MDXIX – MDXXII A.D.



Ferdinandus Magellanus navarchus Lūsītānus est. Prīmus

orbem circumnāvigat. Classem quinque nāvium iubet. Rēx

Hispānōrum, Carolus I, nāvigātiōnī nōbilī pecūniam dat. Nāvēs

classis sunt, in linguā Lūsītānā, Conception, San Antonio, Saniago,

Trinidad, et Victoria. In viā, quīdam ex nautīs sēditiōnem faciunt.

Aliī nautae dūcem sēditiōnis necant et duōs ex comitibus eius

relinquunt.

# Magellanus Orbem Circumnāvigat

Magellanus viam ad Mare Pācificum invenit. Hodiē,

hanc viam “Fretum Magellanī” appellāmus. Ante Magellanus

nāvigātiōnem perficit, dux Lapu Lapu et comitēs eum in Insulīs

Philippinīs necant. Annō MDXXII, ūna nāvis, Victoria, cum

XVIII superstītibus nautīs, ad Hispāniam redit.



# Magellanus Orbem Circumnāvigat

## GLOSSARY AND NOTES

**Ferdinadus Magellanus**, Ferdinand Magellan

**p̄r̄imus, a, um**, adj., the first.

To say “he was the first to...” in Latin, one simply uses the adjective *p̄r̄imus* to modify the subject.

**orbem**, The regular Latin expression for the “known world” was *orbis terrārum*, but we are specifically concerned 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, see L&S entry.

**circumnāvigō, āre, āvī, ātum**, (**circum** + **nāvigō**): use your knowledge of Latin to figure out what this word means!

**pecūniam**, < **pecus, udis**, n., cattle. In early Rome, before the introduction of coinage, one’s wealth was reckoned by the number of cattle and other livestock one owned. This was the case in the Old Testament, as well as in many other societies, ancient and modern.

**classis, is**, f., fleet (of ships)

**Hispānī, ōrum**, m.pl., the Spanish

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

**pecūniam dō**, to pay for, fund

**quīdam, quaedam, quiddam**, a certain one, certain ones.

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

**sēditio, ōnis**, f., mutiny, armed uprising. **Sēditōnem facere**, to mutiny

**faciō, ere, fēcī, factum**, to make, do; **faciunt**, they make

**alius, a, ud**, adj., another, other

**relinquō, ere, reliquī, relictum**, depart from, leave, forsake, abandon.

**pācificus, a, um**, adj., peaceable, peaceful

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

**fretum, ī**, n., strait, sound

**Philippinus, a, um**, adj., of Philip, Philippine



# Magellanus Orbem Circumnāvigat

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.

**perficiō, perficere, perfēcī, perfectum**, to complete, finish; **perficit**, he/she/it completes

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

**superstes, itis**, adj., or noun, survivor.

## RESPONDĒ LATĪNĒ:

1. Quis est Magellanus?
2. Quid Magellanus facit?
3. Quis eō pecūniam dat?
4. Ubī est Fretum Magellani?



# CAPUT IV

## Victōria Hispāna *Saeculum MDC A.D.*



Saeculō post prīmam Christoforī Colom nāvgātiōnem,

Hispānia et mediam et merīdiānam Americam vincit. Sīc, hoc  
saeculum “Victoriam Hispānam” appellāmus.

Ūnus ex explorātōribus Hispanīs, Ferdinand Cortesius,  
magnum imperium Aztecōrum ferōcum vincit. Prīmum,  
Cortesius et comitēs rēgem Aztecōrum, Montezumam, necant.

Deinde, exercitum ingentem et cīvitatē veterem Aztecōrum  
perdunt. Dēnique, Cortesius et comitēs Honduriam et

# Victōria Hispāna

paeninsulam Californiae explōrant.

Annō MDXIII, alius explōrātōrum Hispanōrum, Ponce de Leon, ad terram Flōridam nāvigat. Fontem adulēscētiaē perpetuae quaerit. Quamquam nōn hanc fontem fabulōsam, tamen paeninsulam amoenam et fēcundam invenit. Hodiē, multī ad Flōridam migrant et ibi habitant. Etiamnunc, cēterī illum fontem quaerunt.



# Victōria Hispāna

## GLOSSARY & NOTES

**saeculum, ī, n.**, generation; more generally, a span of one hundred years, a century.

*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

**sīc**, so, thus, in this way

The way Spanish speakers say “yes” (*si*) comes from the Latin *sīc*.

**explōrātor, ōris, m.**, explorer

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.”

**Ferdinandus Cortesius**, Hernando Cortez.

*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 19<sup>th</sup> century. The natives called themselves “Mexica,” hence the name of the modern country.

**ferox, ferōcis**, adj., fierce, wild, warlike

**prīmum**, *adv.*, first, (not used as an adjective here. It introduces a series of events. The other events in the series are marked by *deinde*, next, and *dēnique*, finally.)

**Montezuma, ae, m.**, Montezuma

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

**ingens, ingentis**, adj., huge

**exercitum**, acc., sg., m., army **exercitus, ūs, m.**, trained army.

This is a fourth declension noun. See Primer C chapter 21 for a chart.

# Victōria Hispāna

vetus, eris, adj., old, ancient

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

Honduria, ae, f., Honduras

paeninsula, ae, f., peninsula

*Paene.* (almost, all but) + *insula*, originally, two words. Thus a peninsula is an “almost-island.”

California, ae, f., California.

The modern area known as Baja, California, is actually in Mexico. Check it out on a *tabula geographica*!

Ponce dē Leon, same in English and Latin

In de Leon’s text *Sancti Eppiphanii ad Physiologum*, a Latin translation and commentary on Greek saint’s 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 an evidence that the name has been correctly and authentically Latinized in the past.

Flōridus, a, um, adj., flowering, blooming, beautiful

fons, fontis, m., spring, fountain, well-source

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

adulēscētia, ae, f., youth. cf. *adulēscēns, entis, c.*, a young man or woman

quaero, ere, sivi, sītum, to look for, strive after, seek

quamquam...tamen, although...nevertheless

fābulōsus, a, um, adj., fabled, famous in stories. (compare to *fabula*)

amoenus, a, um, adj., pleasant, lovely, esp. of places.

fēcundus, a, um, adj., fertile, good for growing crops.

migrō, āre, āvī, ātum, to move, immigrate

etiamnunc = *etiam* + *nunc*, even now

# Victōria Hispāna

## RESPONDĒ LATĪNĒ:

1. Quem Cortesius vincit?
2. Quis est Rēx Aztecōrum?
3. Ubī est Fons Adulēscentiae?
4. Quis illum fontem quaerēbat?



# CAPUT V

## Samuhel dē Champlain

*MDLXX – MDCXXXV A.D.*



Samuhel dē Champlain in familiam nāvalem nātus est. Et pater et patruus erant magistrī nāvium. Ubī Samuhel erat adulēscēns, ad multōs distantēs locōs cum eīs nāvīgābat.

Nunc Samuhel, vir, terrās Novae Galliae explōrat. Audāx explōrātor sursum deorsum lītus nāvīgat, multās chartographiās facit, et bonus amīcus Indigenōrum fit. Samuhel Indigenās et morēs eōrum honōrat. Mercātūram cum gente Indigenā, nomine Huron, constituit. Huron gēns eum oppugnāre

# Samuhel dē Champlain

hostēs, nomine Iroquois, rogat. Samuhel exercitum Indigenum

secundum Sanctum Laurentiam Flūmen ducit, et ingentem

lacum invenit. Hunc lacum “Champlain” appellat. Ibi est ferōx

pugna. Samuhel trēs ducēs necat, et Iroquois fugiunt. Haec

victoria erit infēlix Gallīs; nam Iroquois erunt ferōcēs hostēs

eōrum multōs annōs.

