Libellus dē Historiā

LATIN HISTORY READER

for use with *Latin for Children*

— PRIMER A —

Karen Moore

Libellus dē Historiā

Latin History Reader for use with

Latin for Children Primer A

© Classical Academic Press, 2005

Version 5.0
New, Revised Edition April 2018

ISBN: 978-1-60051-004-5

All rights reserved. This publication may not be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior written permission of
Classical Academic Press.

Classical Academic Press
515 S. 32nd Street
Camp Hill, PA 17011
www.ClassicalAcademicPress.com

Book design by: Lauraine Gustafson
Cover design by: David Gustafson

PGP.04.18

"Cui dono lepidum novum libellum . . ."
—Catullus

With thanks to my mother, Pam Tobola, who made me study Latin. You set me on a grand adventure to the ancient world of Rome that has never ceased to fascinate me.

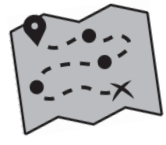


Table of Contents

Chapter/Story	Grammar Assumed*	Page
1. *Vitrūvius et Architectūra* (Architectural Advances in Rome)	1st & 2nd conj., irregular verb *esse*, present tense 1st & 2nd decl. nouns and adjectives	6
2. *Hannibal* (Rome Rises to World Power)	future tense	8
3. *Iūlius Caesar* (Reign of Julius Caesar)		10
4. *Octāvius* (Reign of Caesar Augustus)	imperfect tense, 1st & 2nd conj. imperfect tense, *esse*	12
5. *Partus Chrīstī* (Birth of Christ)		14
6. *Vir Mīrus* (Ministry of John the Baptist)		18
7. *Iēsūs* (Ministry of Christ)	*esse*, future tense prepositions with accusative	20
8. *Iēsūs Est Vīvus!* (Crucifixion, Resurrection & Ascension of Christ)		22
9. *Nerō* (Rome Burns, Nero Persecutes Christians)		24
10. *Arcus Titī* (Destruction of Jerusalem)	irregular verb *īre*, present tense	28
11. *Vesuvius* (Pompeii Burns)	*īre*, imperfect and future tenses	30

*See page 1.

Chapter/Story	Grammar Assumed*	Page
12. *Imperātōrēs Pessimī* (Split of the Roman Empire)	prepositions with ablative	32
13. *Cōnstantīnus* (Constantine and the Edict of Milan)		36
14. *Crēdō* (The First Council of Nicea)		38
15. *Fīnis?* (End of the Western Roman Empire)		40

Appendix 42
Glossary 45
Bibliographia 54
About the Author and Editor 55

Introduction to Students

Libellus dē Historiā, Pars A
A Little Book about History, Part A

Latin: the language of the great Roman Empire—an empire that at one time ruled nearly the entire civilized world, that saw the downfall of many great kingdoms and empires, that witnessed the rise of a different kingdom known as Christendom. *Libellus dē Historiā* invites you to explore the history witnessed by the Romans through their own native tongue. From Augustus to Constantine, from the birth of Christ to the Nicene Creed, these fifteen short stories track the progress of the Roman Empire and the rise of Christianity. Latin 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 A* (*LFCA*) and the history taught through the Veritas Press New Testament, Greece & Rome History series. We recommend starting the *LFCA History Reader* when students are about halfway through *LFCA*. This gives beginning students some grammatical framework before beginning to read and translate. While this book 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 little book has a user-friendly format that provides full support for even the most novice Latin teachers, regardless of the curriculum they choose.

This first book in the *Libellus dē Historiā* series assumes that students have not had any previous translation experience and therefore introduces students to story translation. Each story is written not as a formal paragraph, but as a series of numbered sentences. Each sentence builds

on those preceding it in order to tell a story. Thus, students are not overwhelmed by the size of the story in its entirety but are able to focus on one sentence at a time.

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 *LFCA*, 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.

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 whose meaning they are uncertain of. 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 sentence structure, 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 sentences 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. Oral translation is my favorite part of Latin class both as a student and as a teacher.

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, 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, 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 questions flow (see page 3). 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.

As you read through these stories, be sure to take the time to enjoy not only the vocabulary and grammar contained in this little book but the stories used to demonstrate them as well. Each one of the fifteen stories was written with a desire to enhance the young translator's understanding of the people and culture of ancient Rome. Learn what secret weapon Hannibal used to defeat the Romans, who fought at the Battle of Actium, and why the Flavian Amphitheatre became known as the Colosseum. Each of these events occurred while Rome ruled the Mediterranean, and each was recorded for posterity by the great historians of the day in Latin, Rome's mother tongue. Students are sure to enjoy deciphering their own Latin records of Rome's history in *Libellus dē Historiā*.

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.

Caput I

Vitrūvius et Architectūra

1. **Vitrūvius Polliō est architectus Rōmānus.**

2. **Architectūram Graecam amat.**

3. **Multa aedificia aedificat.**

4. **Vitrūvius decem librōs *dē Architectūrā* scrībit.**

Glossary

Vitrūvius Polliō, nom., m., sing.: Vitrūvius Polliō (name), famous Roman architect

architectūra, -ae, f.: architecture

Graecus, -a, -um, adj.: Greek

architectūram Graecam: The Romans adopted much of their architectural style from the Greeks.

multus, -a, -um, adj.: many

aedificō, aedificāre, v.: to build

decem, indeclinable adj.: ten

liber, librī, m.: book

dē, prep. + abl.: about

dē Architectūrā: *On Architecture*

Vitruvius's work consists of ten volumes discussing the architecture of various types of buildings during the late Republic and early Empire. Several are dedicated to the well-known amphitheaters. This work was widely read and referred to by architects of the Renaissance period. Vitruvius is believed to have been held in favor by Julius Caesar during his years of prominence, and to have dedicated *dē Architectūrā* to the Emperor Augustus.

scrībō, scrībere, v.: to write

scrībit (present tense of *scrībere*): This is a verb of the third conjugation, which will be taught in *Latin for Children Primer B* (*LFCB*). The personal endings of the third conjugation are identical to those of the first and second conjugations in the present tense.

Respondē Latīnē

1. **Quis est Vitrūvius?**

2. **Quid aedificat?**

Quis – who? **Quid** – what?

Caput II

Hannibal

1. **Hannibal est dux Pūnicus.**

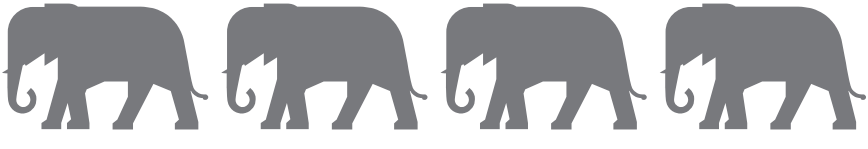
2. **Multās cōpiās et multōs elephantōs habet.**

3. **Virī elephantōs pugnāre exercent.**

4. **Hannibal et cōpiae Pūnicae et elephantī**

   Rōmānōs oppugnābunt.

5. **Est Bellum Pūnicum Secundum.**



Glossary

Hannibal, -is, nom., m., sing.: Hannibal

dux, nom., m., sing.: leader

Pūnicus, -a, -um, adj.: Carthaginian, Punic

From this adjective, meaning "Carthaginian," it becomes clear why the Roman wars against the Carthaginians are referred to as the Punic Wars.

cōpiae, -ārum, f., pl.: troops

This noun may have been taught as "supply, abundance" (for instance, cornu*copia* means "horn of plenty"). However, in the plural form it is often used as a military term meaning "troops."

et, conj.: and

elephantus, -ī, m.: elephant

est: When beginning a sentence, this linking verb may use the pronouns "this" or "there" as a subject instead of the more commonly seen "he/she/it."

bellum, -ī, n.: war

secundus, -a, -um, adj.: second

Respondē Latīnē

1. **Quis est Hannibal?**

2. **Quid Pūnicī virī exercent?**

Quis – who? **Quid** – what?

Caput III

Iūlius Caesar

1. **Populus Iūlium Caesarem amat.**

2. **Senātōrēs Iūlium nōn amant.**

3. **Iūlius approprinquat.**

4. **Ēheu! Inimīcī Iūlium necant!**

5. **Populus est īrātus! Inimīcī currunt!**

Glossary

Iūlius Caesar, nom., m., sing.: Julius Caesar (name)

populus, -ī, m.: the people

This singular noun refers to a large people group such as a nation or tribe. It is, however, still a singular noun and must be accompanied by a singular verb.

Caesarem, acc., m., sing.: Caesar

senātōrēs, nom., m., pl.: senators

Both Caesar and senator are nouns of the third declension (taught in *LFCB*), so their endings are unfamiliar. The nominatives of these words have both been adopted into our own English language without any spelling changes.

appropinquō, appropinquāre, v.: to approach

ēheu, excl.: Alas!

inimīcus, -ī, m.: enemy, personal enemy

Remember, this word is used for a personal enemy. Some of the senators were personal enemies of Caesar, but not necessarily enemies of the Roman people. A foreign enemy attacking the state would be referred to as *hostis*, from which we derive "hostile."

necō, necāre, necāvī, necātum: to kill, to execute

īrātus, -a, -um, adj.: angry

currō, currere, v.: to run

Respondē Latīnē

1. **Quis Caesarem amat?**

2. **Quī sunt inimīcī?**

Quis – who? (sing.) **Quī** – who? (pl.)

Caput IV

Octāvius

1. **Octāviānus et Antōnius Imperium Rōmānum simul regēbant.**

2. **Octāviānus in Ītaliā manēbat.**

3. **Antōnius et Cleopātra erant in Aegyptō.**

4. **Octāviānus oppugnat Antonium et Cleopātram.**

5. **Octāviānus est victor!**

6. **Nunc, sōlus Octaviānus regit Imperium Rōmānum.**

Glossary

Octāviānus, -ī, m.: Octavian (name)

Ītaliā, -ae, f.: Italy

Antōnius, -ī, m.: Antony (name)

imperium, -ī, n.: empire, command

Rōmānus, -a, -um, adj.: Roman

simul, adv.: together, at the same time

regō, regere, v.: to rule

This verb belongs to the third conjugation, which will be taught in *LFCB*. This conjugation is identified by a short *e* in the infinitive (cf. *regere* vs. *manēre*). The personal endings for the present and imperfect tenses are the same as those for the first and second conjugations.

Cleopātra, nom., f., sing.: Cleopatra (name)

in, prep. + abl.: in, on

Aegyptō, abl., f., sing.: Egypt

victor, nom., m., sing.: victor, winner

nunc, adv.: now

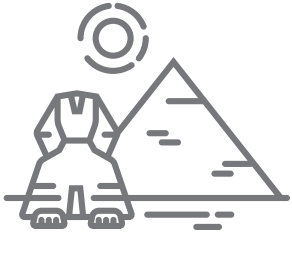
sōlus, -a, -um, adj.: only, alone

Notā Bene (Note Well): This story refers to the Battle of Actium, which was fought in 31 BC. Octavian's decisive victory over Antony and Cleopatra solidified his sole rule over the entire Roman Empire. Many historians consider the reign of Augustus to have begun with this great victory. The Senate, however, did not bestow the title of "Augustus" on Octavian until a few years later.

Respondē Latīnē

1. **Ubī erat Octāviānus?**

2. **Ubī erant Antōnius et Cleopātra?**



Ubī – where?

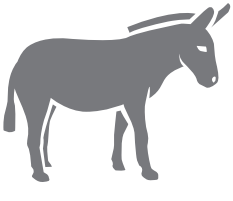
Caput V

Partus Chrīstī

1. **Iōsēphus Bethlehem ambulābat. Asinus Marīam portābat.**

2. **Iōsēphus erat sordidus. Marīa erat dēfessa. Asinus oboluit.**

3. **Dēnique, Bethlehem veniunt, sed caupōnae sunt plēnae.**



4. **Iōsēphus, Marīa, et asinus in stabulō manent.**

5. **Iēsūs in stabulō nāscitur. Multī angelī mīrī cantant,**

"Glōria! Glōria!"

Glossary

partus, partūs, m.: birth

Partus is actually a noun of the fourth declension. Its nominative singular is the same as that of the second-declension masculine.

Iōsēphus, -ī, m.: Joseph (name)

Bethlehem ambulābat: he was walking to Bethlehem

The names of towns do not use a Latin preposition to show motion toward or away from that place.

sed, conj.: but

asinus, -ī, m.: donkey

Marīa, -ae, f.: Mary (name)

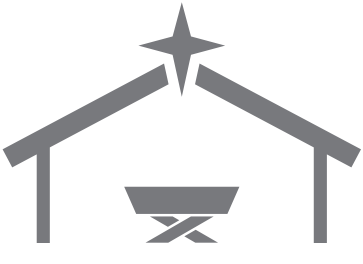
oboluit: stank

dēnique, adv.: finally

veniō, venīre, v.: to come

This is a fourth-conjugation verb (taught in *Latin for Children Primer C* [*LFCC*]). Verbs in the fourth conjugation use the same personal endings as verbs of the first two conjugations.

caupōna, -ae, f.: inn



in, prep.+ ablative: in, on

This preposition has a different meaning when it is used with the accusative case. (This difference will be explained in chapters 25 and 29 of *LFCA*.)

stabulum, -ī, n.: stable

Iēsūs, nom., m., sing.: Jesus

nāscitur: is born

mīrus, -a, -um, adj.: strange, wonderful

angelus, -ī, m.: angel, messenger

cantō, cantāre, cantāvī, cantātum, v.: to sing

glōria, -ae, f.: glory

Respondē Latīnē

1. **Quis est dēfessa?**

2. **Quis oboluit?**

3. **Ubī Iōsēphus et Marīa manent?**

Quis – who? **Ubī** – where?

Notes