

Libellus de Historiā

LATIN HISTORY READER

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

Answer Key

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Chapter 1

Prince Henry, Sailor^{TN}

AD 1394–1460

Henry the “sailor” is prince of the Portuguese. In the year 1394, he is born in Portugal. He founds a school of sailors. He gives money for voyages. These acts of Henry open the way from Africa to further Asia. This school draws many teachers of cartography, astronomy, and navigation.

These teachers hand on to the captains of Prince Henry precepts fit for voyages. One of the captains of Prince Henry carries the first slaves from Africa. Prince Henry sends more than fifty voyages. But Prince Henry is not a true sailor and never sails with the voyages.

None of the voyages of Prince Henry reach further Asia. One of the captains even reaches Sierra Leone.

Respond in Latin

1. Whom does the school draw?

Response: [Lūdus] multōs magistrōs artium geographicae, astronomiae, nauticae [trahit].

2. What do the teachers hand on?

Response: [Nauclēris Prīncipis Henrici] praecepta ad nāvigātiōnēs apta [trādunt].

3. Is Prince Henry a real sailor? Why?

Response: Prīnceps Henricus nōn nauta vērus est. Numquam cum nāvigātiōnibus nāvigat.

^{TN}The English translations provided throughout this reader are literal. After ensuring that your students understand the Latin, you might want to discuss with them how a sentence, phrase, or even a paragraph could be changed to sound more natural in English.

Chapter 2

Christopher Columbus

1492

Christopher Columbus is a navigator. He learns navigation in the school of Prince Henry. Christopher and the other sailors know that the earth is a sphere, but because he thinks its size is not large, he wishes to sail to the East and touch further Asia. To Isabella, the queen of Spain, he announces, "I will show that I am able to cross the Atlantic Ocean, I will sail to India!" Christopher asks the queen to give him money and ships. But the queen will not give him these. Again and again he asks King Ferdinand and Queen Isabella. But always they respond, "No!" because Christopher is asking for a large reward. Finally, Luis de Santángel, the treasurer of the king, persuades the king for Christopher. The rulers give him money and three ships.

In the year of (our) Lord 1492, Christopher Columbus sails. The ships sail for two months. On the twelfth day of October, a sailor sees land. Christopher thinks that this land is India. He returns to Spain and brings back many new and marvelous things. The rulers call him Admiral of the Ocean Fleet. Pope Alexander VI, a Spaniard, appoints a line of demarcation and divides the ocean between Spain and Portugal.

Respond in Latin

1. Where does Christopher learn navigation?

Response: [Nāvigātiōnem] in lūdō Principis Henrici [discit].

2. Who are the rulers of Spain?

Response: [Rēgem Ferdinandum] et [Rēginam] Isabellam [sunt principēs Hispaniae].

3. What title do the rulers give Christopher?

Response: [Prīncipēs eum] Ōceanicae Classis Praefectum [appellant].

Chapter 3

Magellan Sails Around the Globe

1519–1522

Ferdinand Magellan is a Portuguese captain. He is the first to sail around the world. He commands a fleet of five ships. The king of the Spaniards, Charles I, gives money to Magellan for the noble voyage. The names of the ships of the fleet are, in the Portuguese language, *Conception*, *San Antonio*, *Santiago*, *Trinidad*, and *Victoria*. On the way, some of the sailors mutiny. Some sailors kill the leader of the mutiny and abandon two of his comrades.

Magellan finds a way to the Pacific Ocean. Today we call this way the Strait of Magellan. Before Magellan completes the voyage, the leader of the Philippines, named Lapu Lapu, and his comrades kill him. In 1522, one ship, *Victoria*, with eighteen remaining sailors, returns to Spain.

Respond in Latin

1. Who is Magellan?

Response: [Ferdinandus Magellānus] nauclērus Lūsītānus [est].

2. What is Magellan the first to do?

Response: [Magellānus primus] orbem circumnāvigāt.

3. Who gives him money?

Response: Rēx Hispānōrum, Carolus I [Magellānō prō nāvīgātiōne nōbili pecūniam dat].

4. Where is the Strait of Magellan?

Response: [Fretum Magellāni] in Ōceanō Pācificō [est].

Chapter 4

Spanish Victory

16th Century

In the century after the first voyage of Christopher Columbus, Spain conquers both Central and South America. Thus, we call this century “the Spanish Victory.”

One of the Spanish explorers, Ferdinand Cortez, conquers a great empire of fierce Aztecs. First, Cortez and (his) comrades kill the king of the Aztecs, Montezuma. Then, they destroy a huge army and the ancient state of the Aztecs. Finally, Cortez and (his) comrades explore Honduras and the peninsula of California.

In the year 1513, another of the Spanish explorers, Ponce de Leon, sails to the land of Florida. He is seeking the fountain of perpetual youth. Although he does not find this storied fountain, nevertheless, he finds a pleasant and fertile peninsula. Today, many move to Florida and live there. Even now, the rest are seeking that fountain.

Respond in Latin

1. Whom does Cortez conquer?

Response: [Ferdinandus Cortēsius] magnum imperium Aztecōrum [ferōcum vincit].

2. Who is the king of the Aztecs?

Response: [Rēx Aztecōrum] Montezūma [est].

3. Where does Ponce de Leon seek the Fountain of Youth?

Response: [Ponce de Leon] in Flōridā [Fontem Adulēscēntiae petit].

4. What does he find instead of that fountain?

Response: Paenīnsulam amoenam et fēcundam [invenit].

Chapter 5

Samuel de Champlain

1570–1635

Samuel de Champlain was born into a nautical family. Both his father and paternal uncle were captains of ships. When Samuel was a youth, he used to sail to many distant places with them.

Now Samuel, a man, is exploring the lands of New France. The brave explorer sails up and down the shore and makes many maps and becomes a good friend of the natives. Samuel honors the natives and their customs. He establishes trade with a native people called the Huron. The Huron people ask him to attack (their) enemy called the Iroquois. Samuel leads an army of natives down the St. Lawrence River and finds a huge lake. This lake he calls Champlain. There is a fierce battle at that place. Samuel kills three leaders and the Iroquois flee. This victory will be unlucky for the French, for the Iroquois will be their fierce enemies for many years.

Respond in Latin

1. Where does Samuel explore?

Response: [Samuēl] terrās Novae Galliae [explōrat].

2. What does he do?

Response: (Answers will vary.)

- Sūrsūm deorsūm lītus nāvīgat.
 - Multās tabulās geographicās facit.
 - Indigenās et morēs eōrum honōrat.
 - Mercātūrā cum gente Indigenā, nōmine Huron, cōstituit.
 - Exercitū Indigenārum secūndō Sanctī Laurentīi Flūmine dūcit.
 - Ingentem lacum invenit.
 - Trēs ducēs necat.
3. What people is his ally?
- Response:** Gēns nōmine Huron [est socius eius].
4. What is the job of both his father and uncle?
- Response:** [Pater et patruus] nauclērī sunt.

Chapter 6

The Colony Not to Be Found (i.e., The Lost Colony)

1585

John White was sailing to Virginia. Virginia is a colony in America. There, his daughter and granddaughter live. A huge ship will carry many supplies to them and (the) colonists. The crossing of the sea is long and difficult, but John is eager to see (his) family. Finally, the ship arrives at the new land. “Alas!” he shouts, “Where is the colony? Where is my family?” The whole colony is not to be found; no colonists are there. John and (his) allies search everywhere, but they do not find them. Where are they? No one knows! Sick at heart, John returns to Britain.

Respond in Latin

1. Where does John White sail to?

Response: [Iōhannēs Albus] ad Virginiam [nāvigābat].

2. What does the ship carry?

Response: [Nāvis] multās cōpiās [ad colōnōs portābit].

3. Where are the colonists?

Response: Nēmō scit!

Chapter 7

An Unlucky Colony

1607

In the year of (our) Lord 1607, three ships carry one hundred four men and boys, no women, to America. Many were seeking easy riches. They were founding a town next to a river called James when a disaster befell their colony. Now it is the year 1609, a time of famine. Only forty men are alive. Fire has destroyed their supplies. Fierce natives are attacking them. Many men are weak and sick. They wish to leave the town. However, soon fortune will change.

The following year, a new official, Lord De La Warr, will bring three hundred men and help to the town. In the year 1612, John Rolfe, a farmer, will introduce “green gold.” The Europeans love this plant and will give the farmers much money. John also will marry Pocahontas, the daughter of the king of the natives. Because of this marriage, there will be a brief peace between the natives and the colonists.

Respond in Latin

1. Why is the colony unlucky?

Response: (Answers will vary.)

- Est tempus famis.
 - Ignis cōpiās eōrum perdidit.
 - Ferōcēs Indigenae eōs oppugnant.
 - Multi virī sunt infirmī et aegrī.
2. What changes their fortune?
- Response:** [Dominus De La Warr] trecentōs virōs et auxilium [ad oppidum ferret].
3. What does John Rolfe introduce?
- Response:** [Iōhannēs Rolfe] “viride aurum” [intrōdūcit].

Chapter 8

A Noble Ship

1620

The *Mayflower* was often carrying cargo of pelts from Britain to France and Spain. Then it would bring back wine to Britain. But in the month of August in the year of (our) Lord 1620, the *Mayflower* and another ship called the *Speedwell* sailed to America. Now they did not carry a cargo of pelts, but many brave colonists. The ships returned twice because the *Speedwell* developed leaks. Twenty passengers, unhappy and tired, decided to stay. Finally, on the sixth day of the month of September, the *Mayflower* sailed alone with one hundred two passengers.

The voyage was difficult and not swift. In two months, the great ship sailed 2,750 miles (that is, 2 miles an hour). Finally, on the ninth day of November, they saw America. In this new land the colonists founded a town. This town they called “New Plymouth.” The *Mayflower* remained with the colonists for one year. In it they lived while they were building. Then the noble ship returned to its country.

Respond in Latin

1. What kind of cargo was the *Mayflower* carrying?
Response: **Multōs fortēs colōnōs [portābant].**
2. What is the name of the second ship?
Response: **[Secunda nāvis est] Speedwell [nōmine].**
3. How many miles did the *Mayflower* sail?
Response: **[Mayflower] MMDCCCL mīlia pasuum [nāvīgāvit].**
4. Where did the colonists found the town?
Response: **In novā terrā Americā [colōnī oppidum condidērunt].**

Chapter 9

The Colony of New Plymouth

ca. 1620

The colony of New Plymouth was on the Massachusetts shore. When the colonists arrived, they needed many goods. But they loved God and trusted in His care. Although they had worked carefully, there were many deaths because of disease and ignorance of the land. In dangers and harsh times, a native, Squanto, helped the colony. Squanto taught the colonists the cultivation of corn.

The colonists carefully labored and sowed the corn and received a harvest in the autumn. They dined both well and gladly with the natives. During the feast, they gave very great thanks to God for His care. Thus they established a day of thanks. Today, Americans preserve this day, and we call these colonists “Authors of Our Country.”

Respond in Latin

1. Where was New Plymouth?

Response: [Colōnia Nova Plymuta] in litore Massachusettēnsī [erat].

2. Who helped the colony?

Response: [Indigena] Tisquantum [colōniam adiūvāvit].

3. What did they do during the feast?

Response: [In conviviō,] Deō prō cūrā eius grātiās maximās ēgērunt.

Chapter 10

The Colonies of New England

ca. 1630

In the year 1630, the colonists founded a colony in New England. We call these colonists “Puritans” because they wanted to purify the English Church. In the year 1628, Thomas Endicott led the colony of Puritans to New England. They called the colony “Salem.” After two years, John Winthrop, the governor, led one thousand Puritans to Boston. He wanted to found a state as an example for all peoples.

John Cotton and others established laws and schools in Boston. They wished to establish laws and rights according to the precepts of the scriptures. In the year 1636, John Cotton founded the Boston Latin School. Even now, students learn Greek and Latin literature there.

Respond in Latin

1. Who led the colony of Puritans into New England?

Response: Thōmās Endicot [colōniam Pūritānōrum in Novam Anglicam dēdūxit].

2. What is the name of that colony?

Response: [Colōniam] “Salem” [appellāvērunt].

3. Who is John Winthrop?

Response: [Iōhannēs Winthrop est] gubernātor.

4. What did John Cotton found?

Response: [Iōhannēs Cotton] lēgēs et scholās in Bostoniā [condidit].

Chapter 11

Rhode Island

1636

Roger Williams and (his) followers had already left the colony of Salem. They had bought land from the natives and had founded a new colony. This land they called “Rhode Island,” either because of its red earth (“red” in the English language) or from the Greek island named Rhodes. There, all had freedom of religion.

In the meantime, in the same town of Salem, Anne Hutchinson also resisted the teachings and traditions of the colony. She (they thought) badly dishonored the pastors and sermons. Anne declared that true religion was the “interior light” of a person, without pastors or rules. John Winthrop and other leaders excommunicated Anne. She and (her) followers also went to Rhode Island and founded another colony there.

Afterward, Roger sailed to Britain. He asked the king for the charter of a new colony. Before he will have returned, however, the natives will kill Anne and her family.

Respond in Latin

1. Where did Roger and Anne found (their) colonies?

Response: [Colōniās] in Rhodēnsī insulā [condidērunt.]

2. Who excommunicated Anne? Why?

Response: Iōhannēs Winthrop et aliī ducēs [Annam excommūnicāvērunt]. Anna Hutchinson doctrīnis et trāditiōnibus colōniae restitit.

3. Why do we call that place “Rhode Island”?

Response: [Hanc terram “Rhodēnsē Īnsulam” appellābant,] aut propter rubricam aut ē insulā Graecā nōmine Rhodum.

Chapter 12

Interrogation

1692

HAWTHORNE: Have you never seen a demon?

TITUBA: A demon came to me and ordered me to serve it. . . .

HAWTHORNE: What service?

TITUBA: The injury of children; there was an apparition and it said, “Kill the children.”

HAWTHORNE: What sort of apparition was this?

TITUBA: Sometimes it has the shape of a pig, sometimes the shape of a large dog.

HAWTHORNE: What did it say to you?

TITUBA: The black dog said, “Serve me,” but I said, “I am afraid.”

HAWTHORNE: What did you say to it?

TITUBA: “I do not want to serve you.” But he responded, “I will harm you badly,” and then it was in the shape of a person.

HAWTHORNE: Why did you go to Thomas’s house at night and harm his baby?

TITUBA: They drag me and force me to go. . . .

HAWTHORNE: How did you go?

TITUBA: We are conveyed on sticks and soon we arrive.

HAWTHORNE: Why did you not tell your master?

TITUBA: I was afraid. They said, “We will cut your head off, if you (will) tell.”

Respond in Latin

1. What did Tituba see?

Response: [Tituba] *daemonem* [vidit].

2. What sort of shape does the apparition have?

Response: *Modo fōrmam porcī* [habet], *modo fōrmam magnī canis*.

3. Why was Tituba afraid?

Response: [Timuit quod eī dīxērunt,] “Tuum caput dētruncābimus, sī nārrābis.”

4. Do you believe Tituba’s story? Why or why not?

Response: Nōn crēdō hanc fābulam. (Reasons will vary.) or
Ita vērō, hanc fābulam crēdō. (Reasons will vary.)

Chapter 13

Children in the American Colonies

1620–1733

Many settlers live on farms. There are few towns. All the children who live in the colonies must work. On the farms, boys help (their) fathers: with them they cut down trees, plow fields, and take care of animals. Girls also help (their) mothers: with them they cook, milk cows, take care of the garden, and make clothes and candles. These goods they bring into town. There they trade goods with other colonists. Great ships sometimes bring these goods across the sea.

Few children go to school, because schools are far and books expensive. It is necessary also to work on the farm. Many parents teach (their) children to read the Bible and to write.

When they are not working, children often play ball, climb trees, or make dolls. They love to watch puppet shows. The circus sometimes comes. There children are able to watch wild animals and tightrope walkers. Would you like to live in the colonies?

Respond in Latin

1. What do boys do on farms?

Response: (Answers will vary.) [In fundīs, puerī] patrēs adiuvant. [Cum eīs arborēs caedunt, agrōs arant, et animālia cūrant.]

2. What do girls do?

Response: (Answers will vary.) [Puellae quoque] matrēs adiuvant. [Cum eīs coquunt, vaccās mulgent, hortum cūrant, et vestēs candēlāsque faciunt.]

3. How do children play?

Response: [Liberī] pilā lūdunt, arborēs ascendunt, aut pūpās faciunt.

4. Would you like to live in the colonies?

Response: Nōn . . . (Reasons will vary.) or Ita vērō . . . (Reasons will vary.)

Chapter 14

The Farmer's Story

ca. 1740

Yesterday I was working in the fields. Suddenly, a messenger rode to our farm and shouted, "George Whitefield will preach in town today!" Immediately I ran to the house and shouted to (my) wife, "Hurry, get ready to go! Hurry, or we will arrive too late!" Both my wife and I rode that horse. Went he was tired, I ran next to him. Far off we saw a large cloud, high over the trees. I thought it was a fog rising from the river. But it was the dust of many horses and carts. All were hurrying to the town. When finally we arrived, we had ridden twelve miles and I had seen no man who was working in the fields. All were wanting to hear the sermons of that man. Then I turned and saw a great river, full of boats, and a shore full of expectant crowds. All were thirsty for the presence of God. When finally George preached, then the Spirit of God flowed among them and changed people's hearts.

Respond in Latin

1. How many miles did the farmer ride?
Response: Duodecim milia [pasuum equitavit].
2. Who will preach in the town?
Response: Georgius Whitefield [in oppidō praedicābit].
3. Why were many people wanting to hear him?
Response: [Omnēs] praesentiam Deī sitiēbant.
4. Who changed people's hearts?
Response: Spīritus Deī [corda hominum mūtāvit].

Chapter 15

Trade with England

ca. 1750

New York sends many ships to the West Indies with grain, flour, biscuits/cookies, lumber, butter, fish, and other goods. Many ships go to Boston in New England with grain and flour. Then they bring meat, butter, fish, and other goods to the West Indies.

Philadelphia engages in a lot of commerce with the other colonies and England, Ireland, Portugal, and South America. However, no ship is able to enter the port except English ships.

A great abundance of flaxseed goes to Ireland every year on many ships, which we make in America. Sometimes ten ships in one year carry flaxseed to Ireland! The colonies of New England send grain and flour to Portugal. Sometimes they send grain to Spain. However, all the money which these foreign lands give for trade must go to England.

Respond in Latin

1. What do the ships carry to the West Indies?

Response: [Nāvēs] frūmentum, farīnam, crustula, māteriam, bŭtŷrum, piscēs, et alia bona [portant].

2. To where do Philadelphia's ships go?

Response: [Nāvēs Philadelphiae] ad colōniās aliās, Angliam, Hiberniam, Lūsitāniam, et Americam Merīdiānālem [eunt].

3. Who is able to enter Philadelphia's harbor?

Response: Nŭlla autem nāvis praeter Anglicās [portum Philadelphiae intrāre potest].

4. To whom do the foreign lands give the money for trade?

Response: [Pecūniam mercātūrae aliēnae terrae] hominibus Philadelphiae [dant].^{TN}

^{TN}You might need to clarify for students that the foreign lands first give their money to the Americans, who in turn must send the payments to England.

Chapter 16

The War against the French and the Natives

1754–1763

Britain was fighting a war in America against France. Many natives were helping the French because they were wanting [wanted] the British settlers to depart. However, other natives were helping the British.

The British general, named Braddock, already has gone forth to Fort Duquesne. He knows that that fort is weak and badly prepared. However, it is necessary to go forth through large forests. These forests are full of natives, allies of France. [George] Washington senses danger and warns the general, “We ought to leave the wagons and heavy artillery; we ought to proceed quickly!” But the general will not listen. “Those natives are not able to capture British supplies,” he responds.

Suddenly, many trees reveal many natives in the forest, who cast many arrows. With a great shout, the soldiers and natives come together in a fierce battle. The natives punish the pride of the general; they wound him and soon he will die. They are not able to wound Washington, who rouses the troops. Many British leaders fall and the unlucky troops retreat. The British will neither arrive at the fort nor capture it.

Respond in Latin

1. Why were many natives fighting for France?

Response: [Multi Indigenae Galliam adiuvābant,] quod Britannicōs incolās excēdere cupiēbant.

2. Who is the general of the British?

Response: [Imperātor Britannicus] Braddock [est].

3. Who warns the general about the natives?

Response: Washingtonius [imperātōrem monet].

4. Who wins in this battle?

Response: Indigenae [vincunt sed Washingtonius vivit et militēs Britannicōs dūcit].

Chapter 17

The Tea Party

1773

In a tavern in Boston, Samuel Adams stood before us. We had asked the governor to send three ships full of tea from Boston. But he only responded with silence. Samuel said, “We can do nothing more!” These words were a sign. With a great shout we hurried out of the tavern. We painted our faces with charcoal and took up hatchets. We, now a band of natives, went forth to the ships.

The band boarded the first ship. I ordered the captain, “Bring me candles and the ship’s key.” He brought them and asked, “Will you harm the ship?” I responded, “We will harm nothing besides tea.”

It was night, but the harbor was bright as day. Many lanterns showed our work. We took up chests of tea, broke them open with hatchets, and threw them into the water of the harbor. Soon other men, citizens of Boston, arrived and helped. We destroyed all the tea of that ship. Afterward we boarded a second ship, then a third. We destroyed three hundred and forty-two chests of tea. Afterward, we cleaned the ships and put everything back in its proper place. We did everything without a sound, without a fight, while the British ships were watching.

Respond in Latin

1. Where was Samuel Adams?

Response: In tabernā Bostoniae [Samuēl Adams erat].

2. What did the men put on their faces?

Response: [Faciēs] carbōne [pīnxērunt].

3. How many chests did they destroy?

Response: CCCXLII cistās theae [dēlēvērunt].

4. What was in the chests?

Response: Thea [in cistis erat].

Chapter 18

The First Continental Congress

1774

Britain was angry on account of the Tea Party. And so it made the Intolerable Acts. One law closed the Boston port. Another law increased the power of the governor of Massachusetts, but lessened that of the citizenry. All the colonies were angry and anxious. Some wanted to wage war; others were afraid of it.

The colonies called the First Continental Congress. The duty of the Congress was to write a response on behalf of America. The Congress wrote the Declaration of Rights and Grievances. This declaration affirmed loyalty to the king but asked the king for the dissolution of the Intolerable Acts and an end to the rule of Britain in America. Congress also ordered the settlers not to trade with Britain before the dissolution of the decrees. The First Continental Congress desired peace with the king and with Britain, but they could not avoid war.

Respond in Latin

1. Why was Britain angry?

Response: [Britannia erat irāta] propter Convivium Theānum.

2. Why were the colonies angry and anxious?

Response: (Answers will vary.) Colōnae irātae sollicitaeque erant quod . . .

- ūna lēx portum Bostoniēsem clausit.
- alia lēx potentiam gubernātōris Massachusettēsis auxit, sed illam cīvitātis minuit.

3. What was the task of the Congress?

Response: [Officiū Congressūs erat] scribere respōnsum prō Americā.

4. What did the Declaration of Rights and Grievances say?

Response: [Haec dēclāratiō] fidēlitātem rēgī affirmāvit sed rēgem dissolutiōnem Dēcrētōrum Intolerābilium et finem potentiae Britannicae in Americā rogāvit.

5. Was the Congress able to avoid war?

Response: Minimē. [Prīmus Congressus Continentis] bellum vitāre nōn potuit.

Chapter 19

The Ride

1775

It is a dark night, a night of fate. Joseph Warren, a doctor and a Son of Liberty, announces to his ally, “We have found out the plan of the British. They will come by sea. Hurry, warn the settlers!” Quickly, Paul Revere runs into the night. Soon he arrives at the Old North Church. When he was a boy, Paul often used to ring its bells. Now there is no sound. While the Redcoats are asleep above, he orders the sexton to put two lanterns in a high window. Those (two) lanterns will warn many people about the British plan. Immediately, Paul rides on his horse, Brown Beauty, through the state. Sleep holds the settlers in (their) houses. But now that brave messenger wakes them with clear words: “The British are coming! The British are coming!” Men jump from their beds, prepared in a moment of time. Soon they will have fought, killed, and died. Soon America and Britain will be waging war.

Respond in Latin

1. Who is Joseph Warren?

Response: [Iōsēphus Warren] medicus et Filius Libertātis [est].

2. How many lanterns are in the window?

Response: Duās [lanternās in fenestrā sunt].

3. Who sleeps in the church?

Response: Tunicae Rubrae [in ecclēsiā dormiunt].

4. Whom does Revere ride?

Response: [Paulus] in suō equō Pulchritūdine Spādīce equitat.

5. What does Revere shout?

Response: “Britannicī veniunt! Britannicī veniunt!” [clāmat.]

Chapter 20

Bunker Hill

1775

One hot day in June, Joseph Warren is visiting his friend whose husband was at the Tea Party and will fight on the hill. “Come, my little girl,” he says, “drink a glass of wine with me, for tomorrow I will go to the hill and never will I return.”

The next day, he goes forth to the hill outside of Boston. On this hill is a small band of men who are defending the hill and Boston against the British. The men are glad at the arrival of the beloved doctor. Among them is Peter Salem, a freedman. Peter was a slave, but (his) master freed him because Peter desired to fight for America. Now Peter, Joseph, and others are preparing to defend the hill against a great British army.

The British attack begins. Many soldiers go forth to the hill. The leader of the band shouts, “Do not shoot! Look for the white part of their eyes, then only shoot!” The settlers repel the British twice. Many British soldiers fall. But the settlers have too little gunpowder; it is necessary to retreat.

The British leader, John Pitcairn, rouses the third attack. “The day is ours!” he shouts. Suddenly, Pitcairn falls. Peter has killed him. The British are dumbfounded; many Americans are able to retreat. But Joseph dies while he is defending the allies. After the battle, the soldiers of New England and General Washington mourn the death of Joseph and praise the courage of Peter.

Respond in Latin

1. Who is Joseph Warren?

Response: [Iōsēphus Warren] medicus et Filius Libertātis est.

2. What is a freedman?

Response: [Libertus] est servus quem dominus liberat.

3. Why does his master free Peter?

Response: [Dominus Petrum liberat] quod Petrus pugnāre prō Americā cupivit.

4. Why is it necessary to retreat?

Response: [Necesse est recēdere] quod incolae parum pulveris tormentārii habent.

5. Who is John Pitcairn?

Response: [Iōhannēs Pitcairn] Britannicus dux [est].

Chapter 21

The Declaration of Independence

1776

Many Americans had read the little book called *Common Sense*. This book did not please some, but others were wanting freedom from Britain. Now the British king sent eighteen thousand German soldiers to America. Their arrival terrified many patriots. Therefore, it was necessary to strengthen the cause of liberty at that time; to ask France for help; to declare the independence of America!

The American magistrates called a youth of Virginia: “Write for us a weighty declaration of independence.” For a long time this young man, Thomas Jefferson, wrote in solitude. He chose his words with great care, for the course of the people depended on them. Finally, on the fourth day of July, Thomas and the American magistrates gave the Declaration of Independence to the people and to the world. These words were a declaration not only of independence but also of war.

Respond in Latin

1. Where did the British king find help from?
Response: [Rēx Britannicus subsidium] ā Germāniā [invēnit].
2. Why was it necessary to declare independence?
Response: [Necesse erat] causam libertātis tum affirmāre.
3. What did Thomas write?
Response: [Thōmās Jeffersonius] Dēclāratiōnem Libertātis [scripsit].
4. Why was it necessary for Thomas to choose words with great care?
Response: Dē hīs cursus populī pependit.

Chapter 22

General George Washington

1775–1781

Before he was a great general, George Washington had been a surveyor. He had surveyed many estates in Virginia and (in) neighboring lands. This experience was useful to him in the war against the French and natives. Because he knew the geography of those hills, plains, and forests, he was more easily able to win in many battles. Because of these victories and his experience in war, in the year 1775, Washington became the highest general of all the American armies.

In the beginning, he won in many small battles. Afterward, the British again and again forced him to retreat. In the winter of 1776, the Americans were worn-out and discouraged. Finally, on the twenty-sixth day of December, Washington ordered an attack. He led his army across a river called the Delaware. The Americans caught the half-asleep German army by surprise. No Americans died, but they captured supplies, weapons, and prisoners of war. The American army returned across the river and won in another battle. Now the British were retreating. These victories gave Americans hope.

Respond in Latin

1. How was his experience of surveying helpful/useful to Washington (for a use to Washington)?

Response: [Haec perītia erat ūsuī eī in bellō contrā Gallicōs Indigenāsque] quod geōgraphiam illōrum collium, plānitierum, et silvārum cognōverat et facilius in multis pugnīs vincere potuit.

2. When did Washington become the general of the American armies?

Response: Annō MDCCLXXV [Washingtonius exercituum Americānōrum factus est].

3. How many trips did the Americans make across the river?

Response: Duo [itinera fēcērunt].

Chapter 23

A Difficult Winter

1777–1778

That year, the Americans often had retreated from the British army. Washington took a Fabian military plan. The general did not fight battles against all the enemy together at the same time, but preferred to attack small bands and to retreat swiftly. Some were doubting him.

The American army already were pitching winter camp in the valley next to Philadelphia. The soldiers arrive cold, hungry, and barefoot. Their new home(base) is a valley full of snow and trees. The soldiers must build many huts. Thomas Paine writes, “They were like a family of beavers: everyone busy, some were carrying mud, others logs, the rest were attaching these things together.” While they work, they sing, “No bread! No meat!” A few even are cooking and eating their own shoes!

Washington grieves at the men’s pain. He sends many letters to Congress. He asks for food, clothes, and supplies. The general himself lives in a tent among the men. He will not move into a house; first all the soldiers must be able to live in huts. It is a long and difficult winter, but Washington earns a reputation for himself and the loyalty of his soldiers.

Respond in Latin

1. What is a Fabian military plan?

Response: [Cōnsilium Fabiānum est id in quō] imperātor proelia contrā ūniversōs hostēs simul nōn pugnat, sed manūs parvōs celeriter oppugnat et recēdit.

2. Where do they pitch their winter camp?

Response: [Americānus exercitus] in valle iuxtā Philadelphiam [hiberna castra pōnunt].

3. How does Washington earn a reputation and loyalty?

Response: (Answers will vary.)

- a. [Washingtonius] dolōrem virōrum dolet.

- b. **Multās epistulās Congressū mittit et cibōs, vestēs, et
commeātūs rogat.**
- c. **In tentōriō apud virōs habitat.**

Chapter 24

The Battle of Yorktown

1781

After I had arrived at Yorktown, I saw a great plain between the fort and the American army. The bodies of dead black men lay on the plain. Many days later I heard the crash of cannons and then the American soldiers, even my husband, began to dig ditches. I prepared meat, bread, and coffee and brought (it) to the soldiers in the ditches. There I met General (George) Washington. He asked me, “Are you not afraid of the blows of cannons?” I responded, “No, the cannon will not cheat the gallows. The men must not both fight and die of hunger.”

Every night, they dug nearer and nearer to the fort. While our men were digging, the enemy more heavily were firing the cannons. Suddenly, at dawn, the British substituted the sound of drums for the crash of cannons. Then our soldiers shouted. “What is it?” I asked a soldier. “Don’t you know?” he responded, “The British have surrendered! We have won!”

Respond in Latin

1. Why was Sarah with the army?

Response: [Sara cum exercitū erat] quia marītus/vir ibi erat.

2. How did Sarah help?

Response: Carnem, pānem, et coffēam Arabicam parābat et in fossās ad militēs ferēbat.

3. What were the soldiers making/doing?

Response: [Militēs] fossās fodēbant.

4. What does the sound of drums mean?

Response: [Sonus tympanōrum] victōriam [significat].

Chapter 25

The Constitution of the United States of America

1787

The United States of America had adopted the Articles of Confederation after the war. However, they were not managing the fatherland well. James Madison wanted to substitute a new constitution for the Articles. He read many books about ancient states and governments. Among this literature, he read the *Histories* of Polybius, a Greek historian. Polybius had written about the great Roman Republic. He had declared that that government was the best because it both had two consuls and the senate chosen by the people. From the form of this republic, James made the Virginia Plan. With this plan, the state had one president, a Senate, and a House of Representatives, the whole people would elect these magistrates, and there even was a strong authority of the magistrates (for he wanted the magistrates to be able to govern effectively, not in vain). Afterward, Virginia sent James with his plan to the Constitutional Convention. The outcome of the convention was the Constitution of the United States of America. James wrote a large part of this new constitution. Today, we call him the “father of the Constitution.”

Respond in Latin

1. What was the first constitution of the country?
Response: [Prīma cōstitūtiō patriae fuit] Articuli Cōnfoederātiōnis.
2. Why did James Madison want to write a new constitution?
Response: (Answers will vary.) Iācōbus Madison novam cōstitūtiōnem scribere voluit quod . . .
 - a. Articuli Cōnfoederātiōnis patriam nōn bene administrābant.
 - b. Voluit magistrātūs nōn frūstrā gubernāre posse.
3. Who is Polybius?
Response: [Polybius] Graecus historicus es [quī dē Rē Pūblicā magnā Rōmānā scripsit].

4. Who elected the magistrates in Rome?

Response: Populus tōtus [magistrātūs creābat/creāvit].

5. Why do we call James the “father of the Constitution”?

Response: [Appellāmus Iacōbum patrem cōstitūtiōnis] quod magnam partem [hūius novae cōstitūtiōnis] scripsit.

Chapter 26

The Founding Fathers

1776–1788

George Wythe

George was a teacher of law. Many of the fathers of our country were his students, even Thomas Jefferson and James Madison. Thomas called him “a second father.” He was absent while the rest of the men were signing the Declaration of Independence, but they kept a place of greatest honor for him on that document. For he was the most honorable man of all.

Thomas Nelson

General Thomas Nelson of Yorktown was a man of very great wealth. He led troops, three thousand soldiers in number, under the command of Washington in the Battle of Yorktown. The British soldiers fled within his house. The Americans, although his family was not inside, refused to shoot the cannon. “Why are you protecting my house?” he asked them. The soldiers responded, “For the sake of your honor” (or “Out of respect for you”). “Give me that cannon!” he shouted. Immediately he bombarded his own home.

Robert Morris

Robert Morris was the “financier of the rebellion.” Congress made this man the treasurer. He borrowed money from others for his country; he founded the first prosperous bank of the country; and he even gave his own fortune for the supplies and salaries of the soldiers. After the war, he without whom America would not have been able to win went into debtors’ prison.

James Wilson

With the help of James Wilson, James Madison wrote the Constitution. He and Robert Morris are two of the few men who signed both the Declaration of Independence and the Constitution. President Washington chose Wilson (as) judge in the first Supreme Court.

Carter Braxton

Carter has a plan for victory. He wants to conscript slaves. If the slaves will fight for America, they will be freedmen. At first the magistrates reject this plan. Finally, however, five thousand blacks are American soldiers. Carter also gives supplies to the army.

Respond in Latin

1. What did George teach?

Response: [Georgius erat magister] lēgum. or Lēgēs docuit.

2. Why did Thomas pound his own home with cannon?

Response: Britannicī militēs intrā domum eius cōnfūgerant.

3. Why do we call Robert the “financier of the rebellion”?

Response: (Answers will vary.) Appellāmus Robertum “Argentārium Sēditionis” quod . . .

a. Ab aliīs prō patriā pecūniam mutuātus est.

b. Prīmam argentāriam tabernam prosperam patriae condidit.

c. Etiam suam fortūnam commeātū et salāriīs militum dedit.

4. What honor did President Washington give to James Wilson?

Response: [Praesidēns Washingtonius Wilson] iūdicem in primō Suprēmō Tribūnālī [ēlēgit].

5. Whom does Carter want to conscript?

Response: Servōs [cōnscrībēre vult].

Chapter 27

The First President

1789–1797

On the sixth day of April, George Washington left his home in Virginia. The Electoral College had elected him the first president of the United States of America by the consent of all. Washington was anxious. “Am I able to guide this new country (founded for the sake) of liberty well?” He doubted himself. He desired to stay on his estate. Nevertheless, the country had called him and he himself did not refuse it.

He proceeded to New York. While he was going, the people of many towns were shouting and were applauding the president. He arrived at New York and mounted the balcony of Federal Hall. In the balcony of that building before a great crowd of citizens, George Washington was sworn into office of the president of the United States of America.

Washington served the country well for eight years. Finally, Washington, happy just to be a citizen, returned home. When that very good man died, the whole country mourned. In Europe, the British fleet and the army of Napoleon lauded him. George Washington, first president, was “first in war, first in peace, and first in the hearts of the citizens.”

Respond in Latin

1. Who elected the president?

Response: Collēgium Ēlēctōrum [cōsensū omnium eum primum praesidentem Cīvitātum Americae Foederātārum creāvit].

2. Why was Washington anxious?

Response: Dē sē dubitāvit.

3. Where did Washington take an oath respecting his office/duty (where was Washington sworn into office)?

Response: [Washingtonius in officium iūrāvit] in maeniānō Cūriae Foederālis.

4. How many years was he president?

Response: [Washingtonius] octō annōs [praesidēns fuit].

5. Who mourned Washington's death?

Response: Tōta patria [lūxit].

Chapter 28

The Louisiana Purchase

1803

Thomas Jefferson was the third president of the United States of America. This administration was known for the Louisiana Purchase. A French explorer, René-Robert Cavalier de La Salle, had discovered this land for France. The French had founded New Orleans in Louisiana. This colony was at the mouth of the great Mississippi River. America needed this river for trade. For trade by land was slow but by water was swift. However, Napoleon, the leader of France, wanted to found a new western empire. He did not want the Americans to use the Mississippi River. The president was anxious. It was necessary to buy both New Orleans and the power of the river.

Therefore, President Jefferson sent Robert Livingston to France. For a long time, Napoleon did not want to negotiate. Then President Jefferson sent James Monroe, who previously had been expelled from France. His arrival was serious. Suddenly, Napoleon changed his mind. He needed money for a war in Europe. Not only did he sell America New Orleans, but also all the land of Louisiana.

Respond in Latin

1. Who had found Louisiana for France?

Response: Gallicus explorator René-Robert Cavalier de La Salle [hanc terram prō Galliā invēnerat].

2. Why did America need a big river?

Response: [America magnō flūmine] mercātūrae [eguit].

3. Whom did the president send to France?

Response: [Praesidēns Jeffersonius] Robertum Livingston [ad Galliam mīsit].

4. Which lands did France sell to America?

Response: [Gallia] Novam Aurēliam et [tōtam terram] Lūdoviciānam Americae [vēndidit].

Chapter 29

Lewis and Clark

1805

At the order of President Jefferson, Lewis and Clark explored the huge new territory of the Louisiana Purchase. They made a journey for many reasons. They wanted to find the head of the Mississippi River, the customs of the natives, and the geography of a land formerly unknown. Sacajawea, a native woman, helped the explorers in (their) conversations with other tribes of natives.

In the year 1805, Lewis and Clark reached the Pacific Ocean and soon returned to the city of Saint Louis. Although they had made the journey through many dangers, nevertheless, they returned safe(ly).

Their narratives about the journey held people's attention. Soon other brave people led a colony^{TN} into the Northwest Territory. Because of the journey of explorers, leaders of the United States of America added this land to our country.

Respond in Latin

1. Why did Lewis and Clark make a journey?

Response: [Lewis et Clark iter fēcērunt] quod caput Flūminis Mississippiēnsis, mōrēs indigenārum, et geōgraphiam terrae quondam incognitae invenire voluērunt.

2. Who helped them?

Response: Sacajawēa, indigena fēmina [explōratōrēs adiuvāvit].

3. How did she help them?

Response: [Explōratōrēs] in colloquiō cum aliis gentibus indigenārum [adiuvāvit].

^{TN}“Led a colony” is a Roman phrase for “led an expedition to found a colony.”

Chapter 30

A Second Revival

ca. 1800

In the midst of the war, Thomas Paine had written, “These times try the souls of men.” The years of the war not only had tried the souls but also the spirits of men. The French soldiers who had brought help to the American troops also had brought French Rationalism. This teaching denied the word of God and praised the reason of people. Many Americans were doubting the things which they had believed: “Who is the true God? Is He present in our lives? Are the scriptures true?”

However, God did not abandon them, but brought a second revival. It began in a school. Timothy Dwight became president of this school in the year 1794. At that time, no students were members of a church, but openly were doubting the scriptures. The senior students challenged the teacher and president to a debate. Timothy listened while each student was debating against the truth of scripture. Finally, Teacher Timothy spoke. He refuted the entire debate logically, then showed that scripture was the true word of God. He persevered for seven years, preaching about the truth of God’s word.

Finally, a revival erupted and a third of the students were converted. A second great revival and conversion of New England had begun.

Respond in Latin

1. Why was French Rationalism a danger?

Response: [Haec doctrīna] verbum Deī negāvit et ratiōnem hominum laudāvit.

2. Who was Timothy Dwight?

Response: [Timotheus Dwight] praesidēs scholae [erat].

3. What were the students debating?

Response: [Discipulus] contrā vēritātem scrīptūrae [disputant].

4. How did the teacher refute them?

Response: [Omnem disputatiōnēm] dialecticē [refellit].

5. How many years did Timothy persevere before the revival erupted?

Response: [Is] septem annōs [dē vērītate verbī Deī praedicere perseverāvit].

Chapter 31

The War of 1812

1812

After the War for American Independence, the United States of America and Britain were not allies. The War of 1812 rose for two serious reasons. First, Britain was waging war with the French and, because Britain needed troops, it forced Americans into the military. Then, the British fleet got in the way of American trade with other nations.

This war against Britain differed from the War for American Independence. In that war, the armies fought by land; in this, the ships fought serious battles by sea. The new American fleet was able to compete with the old British fleet.

In the year 1814, the British army attacked Washington. It set fire to the Capitol Building, the White House, government buildings, and houses. From Washington, the British army approached Baltimore. There the American troops beat the British. Today, Americans commemorate this war with a song that Francis Scott Key wrote for our country concerning the battle of Baltimore.

Respond in Latin

1. What was the cause of the War of 1812?

Response: (Answers will vary.)

- Britannia cum Gallis bellum gerēbat et, quod Britannia cōpiis eguit, Americānōs in militiam compulit.**
- Classis Britannica mercātūrae cum aliis gentibus Americānae obstitērunt.**

2. When did Britain attack Washington?

Response: Annō MDCCCXIV [exercitus Britannicus Vasingtoniam oppugnāvit].

3. What did the British army do in the city of Washington?

Response: [Exercitus Britannicus] Capitōlium, Domum Albam, aedificia administrandō, et domūs accendit.

4. What did Francis Scott Key write?

Response: [Franciscus Scott Key] carmen patriae nostrae de
Baltimōrae proeliō [scripsit].

Chapter 32

The Missouri Compromise

1820

The territory of Louisiana was divided into various regions. One of the regions was Missouri. The people of Missouri, who had two thousand slaves, wanted to be a state. The representative of New York wanted this state to be free. “I know the will of my voters,” he declared, “and, regardless of the outcome, I will affirm it; I, their representative, declare their hatred of every kind of slavery.” This opinion won in the House of Representatives, where the free states had a majority. In the Senate, however, it did not win. For the number of free states and states that supported slavery was equal.

For a long time there was a great controversy. Each faction was afraid of the other’s power. Finally, they were able to make a compromise. Because Maine, which was part of Massachusetts, wanted to be a free state, both Maine and Missouri were made states at the same time. The law prohibited slavery in the one (former), but not in the other (latter). The law also prohibited slavery in all lands that lay further north than the southern border of Missouri. That part of the law, however, only remained for a short time. Again and again, new states threatened to change the distribution of power between the two factions; this thing led America into civil war.

Respond in Latin

1. Why did Missouri not want to be a free state?

Response: *Populus Missuriēnsis duo milia servōrum habuērunt.*

2. Why did others want Missouri to be a free state?

Response: *[Alii Missuriam liberam civitatem esse cupivērunt] propter odium omnis generis servitūtis.*

3. Which states were part of the compromise?

Response: *Cenomannica et Missuria [pars comprōmissi erant].*

4. Where did the compromise prohibit slavery?

Response: [Lēx servitūtem] in Cenomannicā et in omnibus terris quae superiōrēs iacēbant quam meridiānālis finis Missuriae [prohibuit].

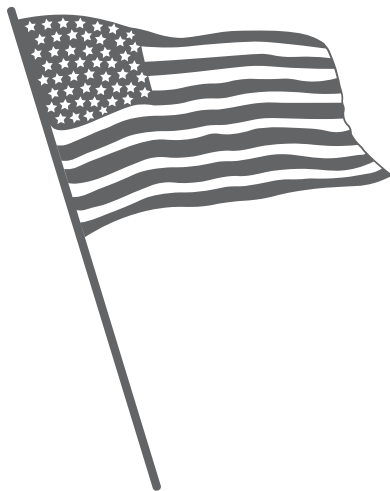
5. Why did civil war begin in America?

Response: Quod etiam atque etiam novae civitātēs distribūtiōnem potestātis inter hās duās factiōnēs mūtāre minātae sunt [in Americā bellum cīvile incēpit].

Appendix A

The Pledge of Allegiance (Literal Translation)

I pledge my loyalty to the flag
Of the United States of America
And to the republic for which it stands
One nation, God leading,
Not divisible, with liberty and justice for all.



Appendix B

“The Star-Spangled Banner” (Literal Translation)

1. Can it be discerned, as the day shines forth,
The sign which was saluted around the arrival of night?
The wide stripes and stars, with the army fighting,
encircles gloriously the fortification of the town!
And the red projectile, a bomb bursting above,
Shows through the night a shining flag.
Does the star-studded flag flying protect us,
(our) free fatherland, and the homes of the brave?
2. Scarcely on the shore of the sea is it seen through the shadows,
where the enemy silently has placed their camp,
what is this which the wind, flitting through the recesses of the
mountain,
opens again and folds,
When the sun stands out, the sweet sign laughs,
(and) soon sees itself in the pure mirror of the sea.
May the star-studded flag long protect us,
(our) free fatherland, and the homes of the brave!
4. Thus may it always be, if a free hand
wards off the devastation of war from the fatherland!
With peace triumphant, let the prosperous fatherland
praise God who has established us (as) a nation!
Victory is mine since the cause is just;
Let this be our voice: “God is our salvation.”
The star-studded flag triumphant will protect us,
(our) fatherland, and the homes of the brave!