

# Libellus de Historia • Answer Key *Latin For Children, History Reader C*

by Karen Moore

© Classical Academic Press, 2006

Version 2.1

All rights reserved.

Classical Academic Press

[www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)

# Chapter 1

## Prince Henry, Navigator 1394-1460

Henry the “Sailor/Navigator” is the prince of the Portuguese. In the year 1394 he is born in Portugal. He establishes a school of nautical (matters). He gives money to/for voyages. These deeds of Henry open up the passage from Africa to Asia. Many masters of map-making, astronomy, and nautical (matters) come to this school.

These masters give the captains of Prince Henry information suited for sailings/voyages. One of the captains of Prince Henry brings the first slaves out of Africa. Prince Henry sends more than fifty voyages. But Prince Henry is not a real sailor/navigator and he never sails with the voyages.

None of the voyages of Prince Henry reaches Asia. One of the captains reaches Sierra Leon.

### **Respond in Latin:**

1. Who comes into this school?
2. Whom do the masters/teachers teach?
3. Is Prince Henry a real sailor? Why?

### **Works Cited and Consulted:**

Glare, et alii, *Oxford Latin Dictionary*, Oxford: Clarendon Press, 1982

Allen and Greenough, *New Latin Grammar*. Focus Reprint.

Crane, Gregory R. (ed.) The Perseus Project, <http://www.perseus.tufts.edu>, July 2004

- Lewis and Short, A Latin Dictionary. Oxford: Clarendon Press, 1879.

# Chapter 2

## Christopher Columbus

Christopher Columbus is a navigator. He used to study navigation at the school of Prince Henry in Spain. Christopher thinks the earth is a globe. He announces to Isabella, Queen of Spain, “I will prove it, I will show the earth is a globe, I will sail to India!” Christopher asks the queen to entrust money and ships to him. But the queen will not entrust them. Again and again he asks the monarchs. But always they respond, “no” because Christopher asks a great reward. Finally, Luis de Santangel, the treasurer of the king, persuades the king on behalf of Christopher. The monarchs entrust money and three ships. In the year of our Lord 1492, Christopher sails. The ships sail for two months. On the twelfth day of October a sailor sees land. Christopher believes this land to be India. He returns to Spain and brings back many new and wonderful things. The monarchs give him the title, Admiral of the Ocean Fleet. Pope Alexander VI, a Spaniard, declares the line of demarcation and divides the ocean between Spain and Portugal.

### **Respond in Latin:**

1. Where does Christopher learn navigation?
2. Who are the Monarchs of Spain?
3. What title does the King give to Christopher?

### **Works Cited:**

Allen and Greenough's New Latin Grammar, Aristide D. Caratzas,  
New York

# Chapter 3

## Magellan circumnavigates the world 1519-522

Ferdinand Magellan is a Portuguese ship captain. He is the first to circumnavigate the world. He commands a fleet of five ships. The King of the Spanish, Charles I, gives money to this famous voyage. The ships of the fleet are, in Portuguese, the Conception, San Antonio, Saniago, Trinidad, and Victoria. On the way, certain ones of the sailors make a mutiny (mutinied). The other sailors kill the leader of the mutiny and abandon two of his companions.

Magellan discovers the passage to the Pacific Ocean. Today, we call this passage the Strait of Magellan. Before Magellan completes his voyage, Chief Lapu Lapu and his companions kill him in the Philippines. In the year 1522, one ship, the Victoria, with eighteen surviving sailors, returns to Spain.

### **Respond in Latin:**

1. Who is Magellan?
2. What does Magellan do?
3. Who gives money to him?
4. Where is the Strait of Magellan?

### **Works Cited and Consulted**

Glare, et alii, *Oxford Latin Dictionary*, Oxford: Clarendon Press, 1982  
Allen and Greenough, *New Latin Grammar*. Focus Reprint.  
Crane, Gregory R. (ed.) The Perseus Project, <http://www.perseus.tufts.edu>,  
July 2004

- Lewis and Short, *A Latin Dictionary*. Oxford: Clarendon Press, 1879.

# Chapter 4

## The Spanish Conquest 16th Century

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

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

In the year 1518, another of the Spanish explorers, Ponce de Leon, sets sail to the “flowery land.” He is seeking the font of lasting youth. Although he does not find this mythical font, nevertheless he finds a peninsula both lovely and fertile. Today, many people move to Florida and live there. Even now, some are seeking that font.

### **Respond in Latin:**

1. Whom does Cortez conquer?
2. Who is the King of the Aztecs?
3. Where is the Fountain of Youth?
4. Who was seeking that fountain?

### **Works Cited**

- Glare, et alii, *Oxford Latin Dictionary*, Oxford: Clarendon Press, 1982
- Allen and Greenough, *New Latin Grammar*. Focus Reprint.
- Crane, Gregory R. (ed.) The Perseus Project, <http://www.perseus.tufts.edu>, July 2004
- Lewis and Short, *A Latin Dictionary*. Oxford: Clarendon Press, 1879.

# Chapter 5

## Samuel de Champlain 1570 – 1635 A.D.

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

Now Samuel, a man, explores the lands of New France. The bold explorer sails up and down the coast, he makes many maps, and becomes a good friend to the Natives. Samuel honors the Natives and their customs. He establishes trade with a Native tribe, called Huron. The Huron tribe asks him to attack their enemy, called Iroquois. Samuel leads a Native army down the Saint Lawrence River, and he discovers a huge lake. He calls this lake “Champlain”. There is a fierce battle there. Samuel kills three chiefs, 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?
2. What does he do?
3. Which tribe is an ally?
4. What was the office (job) of both his father and uncle?

### **Resources & Works Cited**

Champlain, Explorer of New France; Grant, Matthew G.; Creative Education, Mankato, Minnesota, 1974.

Encyclopaedia Britannica, Vol. 4, 15th edition; Encyclopaedia Britannica Inc.

# Chapter 6

## The Absent Colony 1635

John White was sailing to Virginia. Virginia is a colony in America. There his daughter and granddaughter live. The huge ship will carry many supplies to them and the colonists. The journey across the sea is long and difficult, but John is eager to see (his) family. Finally, the ship arrives at the new world. "Alas!" John shouts, "Where is the colony? Where is my family?" The whole colony is absent, not any colonists are present. John and (his) comrades look everywhere, but they do not find them. Where are they? No one knows! With a heavy heart John returns to Britain.

### **Respond in Latin:**

1. To where does John White sail?
2. What does the ship carry?
3. Where are the colonists?

# Chapter 7

## The Unlucky Colony 1607A.D.

In the year of our Lord 1607, three ships were carrying one hundred four men and boys, no women, to America. Many were seeking easy riches. They began to establish a town near a river called James, when serious misfortune fell on their camp. Now it is the year 1609, a time of starvation. Only forty men are living. A fire destroyed their supplies. Fierce Indians are attacking them. Many men are weak and sick. They want to leave the town. Soon however fortune will change.

The following year a new governor, Lord De La Warr, will bring three hundred men and help to the town. In the year of our Lord 1612, John Rolfe, a farmer, will create “green gold”. The Europeans love this plant and will give much money to the farmers. John also will marry Pocahantes, the daughter of the Indian King (Chief). This marriage will create a short peace between the Indians and the colonists.

### **Respond in Latin:**

1. How (in what way) is the colony unlucky?
2. What changes their fortune?
3. What does John Rolfe create?

# Chapter 8

## The Noble Ship 1620 A.D.

The Mayflower often used to carry cargoes of furs from England to France and Spain. She then used to bring much of wine back to England. But in August, in the year of our lord 1620, the Mayflower and another ship, called the Speedwell, sailed to America. They did not carry a cargo of furs. Now they carried many brave settlers. Twice the ships turned back because the Speedwell cracked. Twenty unhappy and tired passengers chose to remain. Finally, on the sixth day of September, the Mayflower sailed alone with one hundred two passengers.

The voyage was difficult and not quick. In two months, the great ship sailed 2,750 miles (that is 2 miles per hour). Finally on the ninth day of November, they saw America. In this new land the settlers established a town, called Plymouth. The Mayflower remained with the settlers through one year. On her they lived while they built (their) houses. Then, the famous ship returned to her fatherland.

### **Respond in Latin:**

1. What kind of cargo did the Mayflower used to carry?
2. What is the name of the second ship?
3. How many miles (thousands of paces) did the ship sail?
4. Where did the colonists found a town?

# Chapter 9

## The “New” Plymouth Colony Circa A.D. 1620

The New Plymouth Colony was on the Massachusetts coast. When the settlers arrived, they lacked many goods. But they loved God and trusted in His care. Although they were painstaking in (their) toil, on account of illness and ignorance of the land, nevertheless many died. Amidst the dangers and harsh times, a native, Squanto, came to the aid of the colony. Squanto taught the settlers about the cultivation of grain crops.

The settlers toiled assiduously, sowed the grain, and in the autumn, they took in the crop. They dined well and gladly with the natives. At the banquet, they rendered the greatest thanks to God for His care. Thus they established a day of thanks. Even now, we Americans observe this day, and we call these colonists the founders/originators of our homeland.

### **Respond in Latin**

1. Where was New Plymouth?
2. Who helped the colony?
3. What did they make in the feast?

### **Works Cited**

Glare, et alii, *Oxford Latin Dictionary*, Oxford: Clarendon Press, 1982

Allen and Greenough, *New Latin Grammar*. Focus Reprint.

Crane, Gregory R. (ed.) *The Perseus Project*, <http://www.perseus.tufts.edu>, July 2004

• *Lewis and Short, A Latin Dictionary*. Oxford: Clarendon Press, 1879.

# Chapter 10

## The New England Colonies

In the year 1630 settlers founded a colony in New England. We call these settlers “puritans” because they wanted to “purify” the English Church. In the year 1628, Thomas Endicott led a colony of Puritans into New England. They called the colony “Salem.” After two years, Governor John Winthrop led a thousand Puritans to Boston. He wanted to found a state for the sake of example to all nations.

John Cotton and others founded a body of laws and schools in Boston. They wished to establish a constitution and rights in accordance with the Scriptures. In the year 1636 John Cotton founded the Boston Latin School. Even now students learn Latin and Greek literature there.

### **Respond in Latin:**

1. Who led the colony of Puritans into New England?
2. What is the name of that colony?
3. Who is John Winthrop?
4. What did John Cotton found?

### **Additional Resources**

The Boston Latin School’s website has a history of the school and other interesting facts about the oldest public school in the nation. [http://www.bls.org/cfml/13tmpl\\_history.cfm](http://www.bls.org/cfml/13tmpl_history.cfm) (July 2004)

In 1636, the Puritans founded another of the nation’s most eminent institutions of higher learning, Harvard. There is a Latin web site about the school at [http://la.wikipedia.org/wiki/Universitas\\_Harvardiana](http://la.wikipedia.org/wiki/Universitas_Harvardiana) (July 2004)

### **Works Cited and Consulted**

- Glare, et alii, *Oxford Latin Dictionary*, Oxford: Clarendon Press, 1982
- Allen and Greenough, *New Latin Grammar*. Focus Reprint.
- Crane, Gregory R. (ed.) The Perseus Project, <http://www.perseus.tufts.edu>, July 2004
- Lewis and Short, *A Latin Dictionary*. Oxford: Clarendon Press, 1879.

# Chapter 11

## Rhode Island 1636 A.D.

Already Roger Williams and his followers had left the Salem colony. They had bought land from the Natives and founded a new colony. They will call this land Rhode Island because the land is red. There everyone will have freedom concerning religion.

Meanwhile in Salem Anne Hutchinson has also provoked doctrines and traditions. She badly dishonored the pastors and (their) sermons. Anne declared true religion to be the “inner light” of a person without pastors or rules. John Winthrop and the leaders excommunicated Anne. She and (her) followers also moved to Rhode Island and founded another new colony.

Afterwards, Roger sailed to Britain. He asked for a charter on behalf of his own new colony. Before he will have returned, Natives will have killed Anne and her family.

### **Respond in Latin:**

1. Where did Roger and Anna found their colonies?
2. Who excommunicated Anna? Why?
3. Why do we call that place “Rhode Island”?

### **Resources:**

State History Guide Resources online at  
<http://www.shgresources.com/>

The New Encyclopaedia Britannica, vo. 9, 15<sup>th</sup> edition; Encyclopaedia Britannica Inc.

Allen and Greenough, *New Latin Grammar*. Focus Reprint.

# Chapter 12

## The Cross- Examination 1692

Hawthorne: Did you never see the devil?

Tituba: The devil came to me and bid me serve him . . . .

Hawthorne: What service?

Tituba: The harm of the children, there was an apparition and he said, “kill the children.”

Hawthorne: What is this apparition?

Tituba: Sometimes he has the form of a hog, sometimes the form of a great 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. Then he said, “I will hurt you badly,” and now/already he has the form of a man.

Hawthorne: Why did you go at night to the house of Thomas and harm his child?

Tituba: They pull/drag me and force me to go . . . .

Hawthorne: How did you go?

Tituba: We ride on sticks and soon we arrive.

Hawthorne: Why did you not tell your master?

Tituba: I was afraid. They said, “we will cut off your head if you will tell.”

### **Respond in Latin:**

1. What did Tituba see?
2. What kind of form did the apparition have?
3. Why was Tituba afraid?
4. Do you believe Tituba’s story?

### **Resources & Works Cited:**

Voices From America’s Past, Vol. 1: The Colonies and the New Nation, edited by Morris, Richard B. and Woodress, James; E.P. Dutton & Co., Inc., New York

Allen and Greenough, *New Latin Grammar*. Focus Reprint.

# Chapter 13

## Children in the American Colonies 1620 – 1733

Many colonists live on farms. There are few towns. All the children who live in the colonies must work. On the farms, the boys help (their) fathers to cut down trees, plow the fields, and care for the animals. The girls help (their) mothers to cook, milk the cows, care for the garden, and make clothes and candles. They carry these goods into town. There they trade with others colonists. Great ships sometimes carry these goods across the sea.

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

When they do not work, children often play ball, climb trees, or make dolls. They love to watch puppet shows (lit. shows of puppets). The Circus sometimes comes. Then children are able to watch wild animals and tight rope walkers. Do you wish to live in the colonies?

### **Resources & Works Cited:**

The Thirteen Colonies; Fradin, Dennis Brindell; Chicago : Childrens Press, c1988.

# Chapter 14

## A Farmer's Story c. 1740 A.D.

Yesterday I was working in (my) fields. Suddenly a messenger rode to the farm and shouted, "George Whitefield will be preaching today in town!" Immediately I ran to the house and shouted to (my) wife, "Hurry, prepare to go! Hurry, or we will be late!" My wife and I rode that horse. When he was tired, I ran beside him. From a distance we saw a great cloud, high above the trees. I thought it to be the fog of the river. But it was the dust of many horses and wagons. All were (everyone was) hurrying to town. When finally we arrived, we had ridden 12 miles and I had seen not a man, who was working in the fields. All were wanting to hear the sermons of this man. Then I turned and I saw the great river, full of boats, and the river bank, full of waiting crowds. All were thirsting for the presence of God. When at last George began to preach, then the Spirit of God blew among them and changed the hearts of the people.

### **Resources & Works Cited:**

Jonathan Edwards, a New Biography, Murray, Iain H; The Bath Press, Avon

Allen and Greenough, *New Latin Grammar*. Focus Reprint.

# Chapter 15

## Trade with England c. 1750

New York sends many ships to the West Indies with grain, flour, biscuits, wood, butter, fish, and other goods. Many ships go to Boston in New England with grain and flour. Then they carry meat, butter, other fish, and other goods to the West Indies. Philadelphia makes great trade with the other colonies and with England, Ireland, Portugal, and South America. Not any ship however except the English is able to enter the port of Philadelphia.

Great supplies of linseed along with many ships, which we build in America, go to Ireland each year. Sometimes ten ships carry linseed to Ireland in one year! America sends grain and flour to Portugal. Sometimes it sends grain to Spain. All the money however, which these foreign lands give for trade, must go to England.

### **Resources:**

*Travels into North America (1749)*, Peter Kalm; reprinted in *Selections from the Economic History of the United States*, Guy Stevens Callender (ed); Boston: Ginn and Co., 1909.

# Chapter 16

## The War Against the French and Natives (Indians) 1754 – 1763 A.D.

Britain was fighting against France in America. Many Natives were helping the French because they were desiring the British colonists to go away. However, some Natives were helping the British.

The British General, named Braddock, now advances to Fort Duquesne. He knows that fort to be weak and badly prepared. However, it is necessary to advance through great forests. These forests are full of Natives, allies of France. Washington perceives danger and warns the General, “We must leave behind the carts/wagons and heavy artillery. We must advance quickly!” But the General will not listen. “Those Natives are not able to take the British troops,” he replies.

Suddenly, the many trees in the forest reveal many Indians, who hurl many arrows. With a great shout soldiers and Natives come together in savage battle. The Natives will punish the General’s pride; they wound him and soon he will die. They are not able to wound Washington, who urges on the troops. Many British leaders fall and the unlucky troops retreat. The British will neither arrive at the fort nor seize it.

### **Resources:**

Voices From America’s Past, Vol. 1: The Colonies and the New Nation,  
edited by Morris, Richard B. and Woodress, James; E.P. Dutton & Co., Inc.,  
New York

# Chapter 17

## The Tea Party 1773 A.D.

In a tavern of Boston Samuel Adams stood before us. We had asked the governor to send away from Boston three ships full of tea. But he responded only with silence. Samuel said, “We are able to do nothing more!” These words were a signal. With a great shout we hurried out of the tavern. We painted our faces with charcoal and seized hatches. We, now a band of Natives, proceeded (marched) toward the ships.

The band boarded the first ship. I ordered the captain, “Bring me candels and the keys of the ship.” He brought them and asked, “Will you harm the ship?” I responded, “We will harm nothing except the tea.”

It was night in Boston, but the harbor was light as if day. Many lanterns revealed our work. We lifted the chests, broke them open with the hatches, and threw them into the harbor. Soon other men, citizens of Boston, arrived and helped. We destroyed all the tea on that ship. Afterwards we boarded the second ship, then the third. We destroyed 342 chests of tea. Afterwards we cleaned the ship and put everything in the proper place. We did everything without a sound without a fight, while British ships watched.

### **Respond in Latin:**

1. Where was Samuel Adams?
2. What did the men put on (their) faces?
3. How many chests did they destroy?
4. What was in the chests?

### **Resources & Works Cited:**

Voices From America’s Past, Vol. 1: The Colonies and the New Nation, edited by Morris, Richard B. and Woodress, James; E.P. Dutton & Co., Inc., New York

The American Revolutionaries: A History in Their Own Words 1750 – 1800, edited by Meltzer, Milton; Thomas Crowell Junior Books, New York

# Chapter 18

## First Continental Congress

1774

Britain was angry on account of the Tea Party. Thus she created the Intolerable Acts. One law closed the Boston harbor. Another law increased the power of the Massachusetts governor, but diminished that (power) of the commonwealth. All the colonies were angry and worried. Some desired to wage war, others feared it.

The colonies created the First Continental Congress. A response on behalf of America was the duty of the congress. The congress wrote the Declaration of Rights and Grievances. This declaration affirmed loyalty to the King. It asked the King to lift the Intolerable Acts and to limit British power in America. The congress also ordered the colonists not to trade with Britain until the King will have lifted the acts. The First Continental Congress desired peace with the King and Britain, but it was not able to avoid war.

### **Respond in Latin:**

1. Why was Britain angry?
2. Why were the colonies angry and worried?
3. What was the duty of Congress?
4. What did the Declaration of Rights and Grievances say?
5. Was Congress able to avoid war?

### **Resources:**

The American Revolution

<http://www.usfca.edu/fac-staff/conwell/revolution/openingpage.htm>

# Chapter 19

## The Ride 1775 A.D.

It was a dark night, a night of fate. Joseph Warren, a doctor and son of Liberty, tells his friend, “We have discovered 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 had rung its bells. Now there is not a sound at all. While the Red Coats are sleeping below, he places two lanterns in a high window. These lanterns will warn many men about the British plan. Immediately, Paul rides Brown Beauty, his own horse, through the commonwealth. Sleep holds the settlers in their houses. But now the brave messenger arouses them with the famous words, “The British are coming! The British are coming!” The men leap out of their beds, prepared in a minute. Soon they will have fought, they will have killed, and they will have died. Soon America and Britain will wage war.

### **Respond in Latin:**

1. Who is Joseph Warren?
2. How many lanterns are in the window?
3. Who sleeps above the sexton?
4. Whom does Revere ride?
5. What does Revere shout?

# Chapter 20

## The Hill 1775 A.D.

(On) One hot day in June, Joseph Warren visits a friend, whose husband had been at the Tea Party and who will fight on the hill. “Come, my little girl,” he says, “drink a cup of wine with me, for tomorrow I will go to the hill and I will never come away.”

The next day he proceeds/marches to a hill outside of Boston. On this hill is a small band of men who will defend the hill and Boston against the British army. The men rejoice at the arrival of the beloved doctor. Among them is Peter Salem, a freedman. Peter had been a slave, but his master freed him because Peter desired to fight on behalf of America. Now Peter, Joseph, and others prepare to defend the hill against the great British army.

The British attack begins. Many soldiers march toward the hill. The leader of the band shouts, “Do not fire until you see the white part of (their) eyes!” The colonists drive the British back twice. Many British soldiers fall. But the colonists have little powder for their guns; it is necessary to retreat.

The British leader, John Pitcairn, urges on a third attack. “The day is ours,” he shouts. Suddenly Pitcairn falls. Peter has killed him. The British are stunned; many Americans are able to retreat. But Joseph dies while defending his comrades. 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?
2. Who is the freedman?
3. Why did Peter’s master free him?
4. Why is it necessary to retreat?
5. Who is John Pitcairn?

## Chapter 20 cont.

### Resources & Works Cited:

*Public Intelligence Review and Newsletter*, Volume 1, Nr. 7, August 10, 1994,  
“Black Man Slays Officer that Attempted to Seize Gun”

The American Revolutionaries: A History in Their Own Words 1750 – 1800,  
edited by Meltzer, Milton; Thomas Crowell Junior Books, New York

Joseph Warren, Martyr of Bunker Hill

<http://members.aol.com/VAYORKRT/AMDJWP.html>

Ebony Society of Philatelic Events and Reflections (ESPER)

<http://esperstamps.org/aa6.html>

# Chapter 21

## The Declaration of Independence 1776 A.D.

Many Americans had read a little book, called *Common Sense*. Some did not like it, but others began to desire freedom from Britain. Now the British King sends eighteen thousand German troops to America. Their arrival frightens many patriots. Therefore it is now necessary to affirm the cause of freedom. It is necessary to win the military support of France. It is necessary to declare the independence of America.

The American officials ask a young man of Virginia, to write a serious declaration. For a long time this young man, Thomas Jefferson, writes in solitude. He chooses words with great care, for they will choose the course of a people. Finally, on the fourth of July, Thomas and the American officials present the Declaration of Independence to the people and to the world. These words are not only a declaration of freedom but of war.

### **Respond in Latin:**

1. From where does the British King send troops?
2. Why is it necessary to declare liberty/independence?
3. What does Thomas write?
4. Why must Thomas choose words with care?

# Chapter 22

## General George Washington 1775 - 1781 A.D.

Before he was a great general, George Washington was a surveyor. He had surveyed many farms in Virginia and nearby lands. This experience was a benefit in the War against the French and Indians. Because he knew the geography of these hills, plains, and woods, he was able to win many battles. On account of these victories and experience in war, in the year 1775 Washington became the supreme commander of all American troops.

In the beginning, he won many small battles. Afterwards the British forced him again and again to retreat. In the winter of the year 1776, the Americans were tired and dispirited. Finally, on the 25th day of December, Washington ordered an attack. He led the army across a river, called Delaware. The Americans surprised the tired German army. Not one American died, but they seized many supplies, weapons, and prisoners. The American army again crossed over the river and won another battle. Now the British began to retreat. These victories gave hope to the Americans.

### **Respond in Latin:**

1. How was the skill of a surveyor a benefit?
2. When was Washington made general of the American army?
3. What were the Germans doing when the Americans found them?
4. How many times did the Americans cross the river?

# Chapter 23

## A Difficult Winter 1777-1778

This year the Americans had often retreated before the British army. Washington chose the Fabian military tactic. The general did not fight open battles against the enemy. Instead he chose small battles and retreats. Some began to doubt him.

Now the American army pitches their winter camp in a valley near Philadelphia. The soldiers arrive cold, hungry, and with bare feet. Their new home is a valley full of snow and trees. The soldiers must build many cabins. Thomas Paine writes, "it was as a family of beavers, everyone is busy; some carry wood, others mud, and the rest bind them together." While they work, they sing, "no bread! no meat!" A few of the men even cook and eat their own old shoes!

Washington grieves for the suffering of his men. He sends many letters to Congress. He asks for food, clothing, and supplies. The general lives in a tent among his men. He will not move into a house until all the men are able to live in the cabins. It is a long and difficult winter. But Washington wins the respect and trust of his soldiers.

### **Respond in Latin:**

1. What is the Fabian military tactic?
2. Why do some doubt Washington?
3. Where do they pitch the winter camp?
4. How does Washington win respect and trust?

### **Resources:**

Cornerstones of Freedom: The Story of Valley Forge, R. Conrad Stein; Regensteiner Publishing Enterprises, Inc.; 1985

# Chapter 24

## Battle of Yorktown 1781 A.D.

When I arrived at Yorktown, I saw a great plane between the fort and the American army. The bodies of dead blackmen were lying (dead) on the plane. For many days afterwards I heard the roar of cannons. Then the American soldiers, even my husband, dug ramparts. I cooked meat, bread, and coffee and brought them into the rampart for the soldiers. There I met General Washington. He asked me, "Are you not afraid of the cannonballs?" I replied, "No, the cannon will not cheat the gallows. The must ought not to both fight and starve (die by starvation)."

Every night they dug ramparts closer and closer to the fort. While they dug the enemy fired heavily. Suddenly, at first light, the sound of British drums replaced the roar of the cannons. The our soldiers shouted. "What is it?" I asked a soldier. "Do you not know," he replied, "The British have surrendered! We have won!"

### **Respond in Latin:**

1. Why was Susan with the army?
2. How did Susan help?
3. What did the soldiers do?
4. What did the sound of drums mean (signify)?

### **Resources:**

The American Revolutionaries: A History in Their Own Words 1750 - 1800, edited by Meltzer, Milton; Thomas Crowell Junior Books, New York

# Chapter 25

## The Constitutiono of the United States of America 1787 A.D.

The United States of America had adopted the Articles of confederation after the war. However they did not govern the country well. James Madison wanted to abandon the Articles and write a new constitution. He began to read many books about ancient civilizations and their governments. He read the writings of Polybius, a Greek Historian. Polybius wrote about the great Roman government. He declared it the best, because it had both two consuls and a senate elected by the people. In the manner of that government, James created the Virginia Plan. This plan has one president, a senate, and a house of representatives. The people choose all these officials. The plan also confirms a strong central government, which governs the states. 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 great part of this new constitution. Today, many call him the Father of the Constitution.

### **Respond in Latin:**

1. What was the first law of the fatherland?
2. Why did James Madison want a new constitution?
3. Who is Polybius?
4. Who chose the officials of Rome?
5. Why do we call James “the Father of the Consitution”?

# Chapter 26

## The Founding Fathers 1776 – 1788 A.D.

### **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 “(my) second father”. He was absent when the men signed the Declaration of Independence, but they saved a place of greatest significance for him on that document. For this man was the most honored man of all.

### **Thomas Nelson**

General Thomas Nelson of Yorktown was a man of greatest wealth. He led three thousand troops, under the command of Washington, in the battle of Yorktown. British soldiers had taken refuge within his house. Although his family was not inside the house, American soldiers refused to shoot. “Why do you save my house?” he asked them. “because of respect for you,” they responded. “Give me that cannon!” he shouted. Immediately this general bombarded his own house.

### **Robert Morris**

Robert Morris was “The Financier of the Revolution”. Congress made this man “Superintendent of Finances”. He asked others to loan money; he created the country’s first successful bank; and he even gave his own fortune for supplies and soldiers salaries. After the war this man, without whom America could not have won, went to debtors’ prison.

### **James Wilson**

This man helped James Madison to create the Constitution. This man and Robert Morris are two out of the few men who signed both the Declaration of Independence and the Constitution. President Washington made him a justice on the first Supreme Court.

## Chapter 26 cont.

### **Carter Braxton**

Carter had a plan for victory. He wanted to enlist slaves. If slaves will fight for American, they will be freemen. At first the officials refused the plan. Finally, however, five thousand Africans were American soldiers. Carter also gave supplies to the army.

### **Respond in Latin:**

1. Why did Thomas bombard his house?
2. Why do we call Robert “The Financier of the Revolution”?
3. What office did President Washington give to James?
4. Whom did George teach?
5. Whom did Carter wish to recruit?

### **Resources:**

The Signers: The 56 Stories Behind the Declaration of Independence; Fradin, Dennis Brindell; Walker & Company, New York; 2002.

# Chapter 27

## The First President 1789 – 1797 A.D.

On the sixteenth day of April, George Washington left his home in Virginia. The Electoral College had unanimously elected him the first President of the United States of America. Washington was anxious, “Am I able to lead this new country of liberty well?” He doubted himself. He desired to remain on his own farm. Nevertheless, his country had called him and he would not refuse her.

He proceeded to New York. Along the way, people of many towns shouted and applauded that man. He arrived at New York City and ascended into Federal Hall. On the balcony of that building before a great crowd of citizens, George Washington swore to observe the office of President of the United States of America.

Washington served his country well for eight years. Finally Washington, happy to be a citizen, returned home. When that best man died, the whole country mourned. In Europe, the British fleet and the army of Napoleon paid him tribute. George Washington, our first President, was “first in war, first in peace, and first in the hearts of his countrymen (citizens).”

### **Respond in Latin:**

1. Who chose the president?
2. Why was Washington anxious?
3. Where did Washington swear to observe office?
4. How many years was he president?
5. Who mourned the death of Washington?

### **Resources**

The New Encyclopaedia Britannica, vol. 19; 15<sup>th</sup> edition; Encyclopaedia Britannica Inc.

# Chapter 28

## The Purchase of Louisiana 1803 A.D.

Thomas Jefferson was the third President of the United States of America.

This administration is known for the purchase of Louisiana (Louisiana Purchase). The French explorer, Rene Cavelier 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 River of Mississippi (Mississippi River). America needed this river for trade. For trade by land was slow, but trade by water was swift. Napoleon however, leader of France, desired to build a new western empire. He did not want Americans to use the River of the Mississippi. The President was worried. It was necessary to buy both New Orleans and authority (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 had been expelled from France previously. His arrival was serious. Suddenly, Napoleon changed his mind. He needed money for war. Not only New Orleans, but also all Louisiana he sold to America.

### **Respond in Latin:**

1. Who discovered Louisiana?
2. Why did America need the great river?
3. Who did the President send to France?
4. Which lands did France sell to America?

# Chapter 29

## Lewis and Clark 1805 A.D.

By the order of President Jefferson, Lewis and Clark explored the vast new land of the Louisiana Purchase. On account of many intentions they made the journey. They wished to find the headwaters of the Mississippi River, the customs of the native people, and the geography of a land once unknown. Sacajawea, a native woman, helped the explorers in conversation with other tribes of natives.

In the year 1805, Lewis and Clark reached the Pacific Ocean and soon returned to St. Louis. Although they made a journey of almost 8,000 miles, through many dangers, nevertheless they returned safe.

Their accounts concerning the journey captivated the public. Soon other brave men led colonies to the Northwest Territory. On account of the explorers' journey, the United States of America added this land to our homeland.

### **Respond in Latin:**

1. Why did Lewis and Clark make the journey?
2. Who helped them?
3. How (in what manner) did she help them?
4. How many miles was the journey?

### **Additional Resources**

- The journals of Lewis and Clark are available as hypertext at the University of Virginia's American Studies page, <http://xroads.virginia.edu/~HYPER/JOURNALS/toc.html> (July 2004)
- Glass, Francis. *Vita Washingtonii*.

### **Works Cited**

- Glare, et alii, *Oxford Latin Dictionary*, Oxford: Clarendon Press, 1982  
Allen and Greenough, *New Latin Grammar*. Focus Reprint.  
Crane, Gregory R. (ed.) *The Perseus Project*, <http://www.perseus.tufts.edu>, July 2004  
• *Lewis and Short, A Latin Dictionary*. Oxford: Clarendon Press, 1879.

# Chapter 30

## Another Revival around 1800 A.D.

During the war Thoms Paine had written, “these are the times that try men’s souls.” The years of war had not only tried the souls but also the spirits of men. The French soldiers, who had brought aide to American troops, also brought French Rationalism. This rationalism ignored God and praised man. Many Americans began to doubt that which they had believed: “Who is the true God? Is he present in our lives? Are the scriptures true?”

God however did not abandon (His) people, but brought another revival. It began in a school. Timothy Dwight was made president of this school in the year 1794. At that time none of the students were members of the church, but openly doubted the scriptures. The senior students challenged their president and teacher in a debate. Timothy listened while each student argued against the truth of scripture. Finally Master Timothy spoke. He logically proved every argument false, then he showed (proved) the scripture to be the true word of God. This man persisted for seven years to preach concerning the truth of God’s word. At last a revival broke out and a third of the students were converted. Another great revival and the conversion of New England had begun.

### **Respond in Latin:**

1. Why was French Rationalism a danger?
2. Who was Timothy?
3. What did the students argue?
4. How (in what manner) did the teacher prove them false?
5. How many years did Timothy persevere before revival broke out?

# Chapter 31

## War in the Year 1812 1812 A.D.

After the War for American Independence, the United States of America and Britain were not allies. The War in the year 1812 arose from two important causes. Britain and the French were waging war. Because Britain lacked troops, she forced Americans into (her) military service. Then, British ships blocked American trade with other nations.

This war against Britain differed from the War for American Independence. In the previous war, the armies fought on land; in this (war), ships fought important battles on the sea. The new American fleet was able to be a rival to the old British fleet.

In the year 1814, the British army invaded Washington. It burned the Capitol, the White House, buildings of laws (government), and houses. From Washington, the British army marched on Baltimore. There, the American forces defeated the British. Today, Americans recount this war because Francis Scott Key wrote the song of our homeland about the battle of Baltimore.

### **Respond in Latin:**

1. What is the cause of the war in the year 1812?
2. Where did the British attack Washington?
3. What did the British do in Washington?
4. What did Francis Scott Key write?

### **Works Cited and Consulted**

- Glare, et alii, *Oxford Latin Dictionary*, Oxford: Clarendon Press, 1982  
Allen and Greenough, *New Latin Grammar*. Focus Reprint.  
Crane, Gregory R. (ed.) *The Perseus Project*, <http://www.perseus.tufts.edu>, July 2004  
• *Lewis and Short, A Latin Dictionary*. Oxford: Clarendon Press, 1879.

## Chapter 32

### The Compromise concerning Missouri 1820 A.D.

The land of Louisiana was divided into various territories. One of the territories was Missouri. The people of Missouri, who had two thousand slaves, desired to be a state. A representative of New York desired this new state to be free. "I know the will of my voters," he declared, "and regardless of the consequences, I will assert them; I, their representative will declare their hatred for slavery in every form." This proposition won in the House of Representatives, in which the free states had a majority. In the Senate however the proposition did not win. For the number of free states and of states that/ which upheld slavery was equal.

For a long time there was a great controversy. Each faction feared the power of the other. Finally they were able to make a compromise. Maine, which was a part of Massachusetts, desired to be its own free state. Together (at the same time) both Maine and Missouri became states. The law prohibited slavery in the first, but not in the second. The law also prohibited slavery in the land that/which was north from the southern end of Missouri. That part of the law however remained for only a short time. Again and again new states threatened the balance of power, which led America to wage war with herself.

#### **Respond in Latin:**

1. Why did Missouri not desire to be a free state?
2. Why did others desire Missouri to be a free state?
3. What states were parts of the compromise?
4. Where did the compromise prohibit slavery?
5. Who waged war with America?

# Appendix

## 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.

## Star Spangled Banner

(Literal Translation)

Is the flag able to be seen by the first light of dawn  
Which we were saluting at twilight,  
While we watch the stars and stripes  
Streaming proudly in battle on the rampart?  
And thus far the sudden flames occasionally  
Were revealing the flag at night;  
O say may the star-spangled banner still look down  
Upon the free fatherland and the home of the brave.

Through the mists of the sea from whence the enemies  
threaten already something important scarcely appears on the shore,  
which the fickle breeze through lofty turrets  
now conceals by shadow, now moves weakly;  
Look at last the water gleams under the light  
Of the sun with the clear color of the distinguished flag;  
And may the star-spangled banner look down for a long time  
Upon the free fatherland and the home of the brave.

O thus may it always be when a free people  
Will defend their own home from ruin;  
And let the republic providential victor praise the

## *Appendix cont.*

Godhead which defends the altars and hearths.  
The just always overcome who have cause  
And in God are accustomed to place all hope;  
Thus may the triumphant star-spangled banner look down  
Upon the free fatherland and the home of the brave.

Oh, say, can you see, by the dawn's early light,  
What so proudly we hail'd at the twilight's last gleaming?  
Whose broad stripes and bright stars, thro' the perilous fight,  
O'er the ramparts we watch'd, were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof thro' the night that our flag was still there.  
O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

On the shore dimly seen thro' the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?

Now it catches the gleam of the morning's first beam,  
In full glory reflected, now shines on the stream:  
'T is the star-spangled banner: O, long may it wave  
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion  
A home and a country should leave us no more?  
Their blood has wash'd out their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terror of flight or the gloom of the grave:  
And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave.

## *Appendix cont.*

O, thus be it ever when freemen shall stand,  
Between their lov'd homes and the war's desolation;  
Blest with vict'ry and peace, may the heav'n-rescued land  
Praise the Pow'r that hath made and preserv'd us as a nation!  
Then conquer we must, when our cause is just,  
And this be our motto: "In God is our trust"  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave!

### **NOTA BENE:**

Teachers,

Translation of this poem presents a unique opportunity to discuss poetic elements such as meter, rhythm, syllabication and rhyme. These elements, which make poems the beautiful pieces of literature that they are, make it impossible to produce a literal word-for-word translation. Instead translators are confined to work within the parameters set by the poet and the language he chooses to write in.