

Latin II

May 4-8

Time Allotment: 20 minutes per day

Student Name: _____

Teacher Name: _____

Packet Overview

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Monday, May 4	1. Translate Latin passages into English accurately and beautifully.	2
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Additional Notes:

Salvēte, discipulī et discipulae,

We hope that you are all doing well! This week, we will be applying our skills in translation. Remember, a translator is a craftsman. It takes time and practice to refine and to hone these skills. We, your teachers, are here to help you. Come see us during guided instructions hours if you do not understand how to translate a sentence.

Valēte et bonam fortunam!

Cordialiter,
Magistra Linz, Magister Kile, et Magister Pederson

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, May 4

Latin Unit: Temporal, Causal and Concessive Clauses; Conditional Clauses (Chapter 12)
Lesson 15: Translation

Objective: Be able to do this by the end of this lesson.

1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 15

This week, we will be refining our translation skills, and we will be applying all the new skills that we have learned in the last two weeks in translation. We are going to see temporal, causal, concessive, and conditional clauses in action this week.

You will translate roughly five to six lines of Latin per day. Consult your textbook for reading vocabulary. **On Friday, you will take a quiz over *Dē Orbe Novō*.**

Each day, translate on your own for **15 minutes**. For the last **5 minutes**, answer the grammatical question(s) and check your translation with the translation in the answer key. Use those five minutes to discern what areas you need to improve. A solid translation consists of four parts:

- Grammar
- Syntax
- Vocabulary
- Poetic Impulse

On Friday, you will have a quiz over this week's passage. Your quiz will ask you questions about grammar and translation. As you translate this week, make sure that you understand the grammar of passage.

Bonam fortunam! (*Good luck!*)

Introduction to Reading: The Debate at Valladolid¹



Juan Gines de Sepulveda



Bartolome de Las Casas

Historical Context: After King Charles the V (grandson of King Ferdinand and Queen Isabella) heard about the atrocious manner in which Spanish Conquistadores were treating the Natives, there was a philosophical and moral debate set up by the King to answer the main question: “Were the Natives capable of self-government?” The Encomienda System was brutal in its treatment of natives, and disregarded their inherent dignity as being rational beings, according to de Las Casas.

King Charles the V set up a Jury of scholars and theologian to hear the cases for whether or not Spain should continue exploring and expanding their borders through military conquest. Juan Gines De Sepulveda was a leading Spanish philosopher and theologian and Fr. Bartolome de las Casas was a Franciscan friar who tracked the devastation of the Indies in his journal. The following were the instructions or guidelines for the debate at Valladolid as given by King Charles the V.

1. *“to determine as far as you can whether the atrocities reported to me are true”*
2. *“to recommend a suitable plan by which such evils might be avoided”*
3. *“to inquire into and develop the forms and laws to preach our Holy Catholic Faith in the New World”*
4. *“to examine how those people may be subjected to Us, without damage to Our conscience, according to the bull of Alexander.”*

Juan Gines de Sepulveda: Excerpts from his arguments

1. “that these people are barbaric, uninstructed in letters and the art of government, and completely ignorant, unreasoning, and totally incapable of learning anything . . . ; are sunk in vice, are cruel . . . that the Indians are obliged by natural law to obey those who are

¹ Pictures and excerpts provided by Mr. Maiorano.

outstanding in virtue and character. . . that if the Indians, once warned, refuse to obey this legitimate sovereignty, they can be forced to do so for their own welfare. “

2. “that the Indians, even though unwilling, must accept the Spanish yoke so that they may be corrected and be punished for their sins and crimes against divine and natural law . . . , especially their idolatry and the impious custom of human sacrifice. . .

Bartolome de las Casas: excerpts from his argument

1. “that it is unlawful to force the Indians to the faith by war, or by the misfortunes of war to make them hate the Christian religion, by whose preaching they see so many regrettable evils inflicted on them.”
2. “War is not a suitable means for spreading Christ’s glory and the truth of the gospel. . . . Since war should not be waged unless there has first been a provocation by the person against whom warfare is being prepared toward the one who is waging the war, it follows that war against the Indians is unlawful.”
3. The Kings of Castile can neither directly nor indirectly do anything that is opposed to the spiritual or even the temporal development of those peoples. Therefore the word ‘subject,’ as contained in the papal bull, has to be understood in a civilized and Christian way. . . . In the final rule of the rules of law, it is said that anyone who understands the words of the law and yet works against the will of the law violates the law. . . . The Pope’s intention was that those peoples be . . . led to the faith by meekness, charity, holy conduct, and the word of God, not by war, of which the Pope never dreamed. . . .”

The adapted passage that you will translate this week precedes the Debate at Valladolid. In the passage below, Sepulveda tells the story how Columbus almost did *not* find the New World.

Dē Orbe Novō (Part 1)

Ex īnsulīs Fortūnātīs nautae Hispānī discesserant cursumque inter merīdiem et occidentem dīrēxerant. Iam tricēsīmō diē nāvis per vastum ōceanum ferēbātur necdum ūlla terra est vīsa. Nautae iam spērāre nōlēbant. Nōn solum dē sorte suā dēspērābant, sed etiam Colōnum temeritātis palam accūsābant...

Grammatical Question(s)

What is the tense, voice, and mood of **vīsa est**?

Tuesday, May 5

Latin Unit: Temporal, Causal and Concessive Clauses; Conditional Clauses (Chapter 12)
Lesson 16: Translation

Objective: Be able to do this by the end of this lesson.

1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 16

Today, you will continue translating *Dē Orbe Novō*.

Remember, translate on your own for **15 minutes**. For the last **5 minutes**, answer the grammatical question(s) and check your translation with the translation in the answer key. Use those five minutes to discern what areas you need to improve: grammar, syntax, vocabulary, or the poetic impulse.

Dē Orbe Novō (Part 2)

...Perīcula illīus nāvīgatiōnis sibi vidērī esse nimis māgna dīcēbant; mare esse vacuum; sē
nūllam terram cōspicere posse. “Nisi nōs in Hispāniam statim redūxeris,” inquiunt, “moriēris.”

Cum haec omnia audīvisset, nautās quidem timēre coepit Colōnus, quamquam dē
nāvīgatiōne ipsā numquam dēspērāvit. “Vidēminī,” inquit, “ō nautae, omnem glōriae spem
perdere dē vītā vestrā tantum cōgitantēs.

Grammatical Question(s)

What type of condition is in the following sentence?

- “Nisi nōs in Hispāniam statim redūxeris,” inquiunt, “moriēris.”

Wednesday, May 6

Latin Unit: Temporal, Causal, and Concessive Clauses; Conditional Clauses (Chapter 12)
Lesson 17: Translation

Objective: Be able to do this by the end of this lesson.

1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 17

Today, you will continue translating *Dē Orbe Novō*.

Remember, translate on your own for **15 minutes**. For the last **5 minutes**, answer the grammatical question(s) and check your translation with the translation in the answer key. Use those five minutes to discern what areas you need to improve: grammar, syntax, vocabulary, or the poetic impulse.

Dē Orbe Novō (Part 3)

Vīta quoque mea mihi est cāra, quia omnēs hominēs vītam suam esse cāram putant. Sed haec nāvigātiō est ā rēge probāta. Sī ab officiō vestrō discesseritis, quid dē vōbīs in Hispāniā dīcētur? Virīne fortēs vocābiminī? Itaque rogō ut hanc meam sententiam audiātis. Per trēs aliōs diēs exspectāre dēbēbimus. Sī post trēs diēs terram nūllam cōspexerimus, cursum mūtābimus et ad Hispāniam nāvigābimus.”

Grammatical Question(s)

What type of clause is in the following sentence?

- Vīta quoque mea mihi est cāra, quia omnēs hominēs vītam suam esse cāram putant.

Thursday, May 7

Latin Unit: Temporal, Causal, and Concessive Clauses; Conditional Clauses (Chapter 12)
Lesson 18: Translation

Objective: Be able to do this by the end of this lesson.

1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 18

Today, you will finish translating *Dē Orbe Novō*.

Remember, translate on your own for **15 minutes**. For the last **5 minutes**, answer the grammatical question(s) and check your translation with the translation in the answer key. Use those five minutes to discern what areas you need to improve: grammar, syntax, vocabulary, or the poetic impulse.

Dē Orbe Novō (Part 4)

Hīs verbīs mōtī nautae tacuērunt et per trēs aliōs diēs expectāvērunt. Per duōs diēs nāvīgābant, nec ūllam terram vīdērunt. Eā autem nocte lūmen procul ā nāvibus positum vīdit nauta. Postquam hoc est factum, Colōnus et nautae canere coepērunt: “Tē Deum laudāmus!”

Grammatical Question(s)

What case is **lumen** (line 2 above)?

What is the tense, voice, and mood of **est factum**?

Friday, May 8

Latin Unit: Temporal, Causal, and Concessive Clauses; Conditional Clauses (Chapter 12)
Lesson 18: Translation

Objective: Be able to do this by the end of this lesson.

1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 18

Today, you will take a quiz over conditions. There are two parts to today's lesson:

- Review
- Quiz

Review

Before you take your quiz, take **five minutes** to look over your translations.

Once you have reviewed, you may take your quiz on the next page. You may not use your notes from the packet to take this quiz.

Nōmen: _____

Hōdie est: _____

Translation Quiz

Answer the following questions based on the passage below. Write the correct letter next to the question.

Vīta quoque mea mihi est cāra, quia omnēs hominēs vītam suam esse cāram putant.
Sed haec nāvigātiō est ā rēge probāta. Sī ab officiō vestrō discesseritis, quid dē vōbīs in
Hispāniā dīcētur? Virīne fortes vocābiminī? Itaque rogō ut hanc meam sententiam
audiātis. Per trēs aliōs diēs exspectāre dēbēbimus. Sī post trēs diēs terram nūllam
cōnspexerimus, cursum mūtābimus et ad Hispāniam nāvigābimus.”

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____. 1. What type of clause is used in the first sentence in line 1? (*Vīta quoque...putant.*)

- A. Temporal Clause
- B. Causal Clause
- C. Concessive Clause

____. 2. What is the tense of *est...probāta* (line 2)?

- A. Imperfect
- B. Perfect
- C. Future

____. 3. What type of condition is used in lines 2-3? (*Sī ab officiō vestrō discesseritis, quid dē vōbīs in Hispāniā dīcētur?*)

- A. Present General
- B. Past General
- C. Future More Vivid

____. 4. What tense is *vocābiminī* (line 3)?

- A. Imperfect
- B. Future
- C. Perfect

____. 5. What case is *Hispāniā* (line 3)?

- A. Nominative
- B. Accusative
- C. Ablative

____. 6. What is the tense and mood of *audiātis* (line 4)?

- A. Future Indicative
- B. Present Subjunctive
- C. Imperfect Subjunctive

____. 7. Why is *trēs aliōs diēs* in the accusative case (line 4)?

- A. Direct Object
- B. Object of the preposition
- C. Subject noun of an indirect statement

____. 8. What type of condition is used in lines 4-5? (*Sī post...nāvigābimus.*)

- A. Present General
- B. Past General
- C. Future More Vivid

____. 9. What tense is *cōnspexerimus* (line 5)?

- A. Perfect
- B. Pluperfect
- C. Future Perfect

____. 10. Why is *Hispāniam* in the accusative case (line 5)?

- A. Direct object
- B. Object of the preposition
- C. Subject noun of an indirect statement

Answer Key

Monday, May 4

Translation (Part 1)

The Spanish sailors had departed from the Canary Islands and had set a course to the southwest.² On the thirtieth day the ship was still being carried through the vast ocean and no land was seen yet. The sailors were not wanting to hope anymore. Not only were they despairing about their own lot, but they were also openly accusing Columbus of recklessness.

Grammatical Question(s)

1. What is the tense, voice, and mood of **vīsa est**?
 - Perfect passive indicative

Tuesday, May 5

Translation (Part 2)

...They were saying that the dangers of that voyage seemed to them to be too great; the sea was empty; they were seeing no land. “Unless you lead us back to Spain immediately,” they said, “you will die!”

After he had heard all these things, Columbus began to fear the sailors indeed, although he never despaired about the voyage itself. “Oh sailors,” he said, “you seem to lose all hope of glory thinking only about your life....”

Grammatical Question(s)

What type of condition is in the following sentence? (“Nisi nōs in Hispāniam statim redūxeris,” inquiunt, “moriēris.”)

- Future More Vivid

Wednesday, May 6

Translation (Part 3)

My life is also dear to me, because all humans think that their life is dear. But this voyage has been approved by the king. If you depart from your duty, what will be said about you in Spain? Will you be called brave men? And so I ask that you hear my opinion. We ought to wait through three other days. If after three days we see no land, we will change course and we will sail to Spain.”

Grammatical Question(s)

What type of clause is in the following sentence? (*Vīta quoque mea mihi est cāra, quia omnēs hominēs vītam suam esse cāram putant.*)

- Causal Clause

² Translated literally: “between the south and the west.”

Thursday, May 7

Translation (Part 4)

Having been moved by these words, the sailors were silent and they waited for three more days. They were sailing for two days but they saw no land. On that night, however, a sailor spotted a light situated far from the ships. After this happened, Columbus and the sailors began to sing, “We praise you, God!”

Grammatical Question(s)

What case is **lumen**?

- Accusative

What is the tense, voice, and mood of **est factum**?

- Perfect passive indicative