

GRADE 6 LATIN

First edition

5 units

10 lessons • one quarter

A video for every lesson

FIRST EDITION

COURSE GUIDE

This short course is the second quarter of real Latin for a sixth grader, and its theme is a promise: endings carry meaning. Each lesson is built around a real story from the Roman army and the republic's heroes: Horatius holding the last bridge into Rome, a legionary building his fortified camp before supper, Caesar's engineers bridging the Rhine in ten days, the great road map of the empire, Cincinnatus called from his plow, Hannibal's elephants in the Alpine snow, the calendar Caesar fixed and we still live inside, and at the end a whole Latin story, Androcles and the lion, read by the student from start to finish.

Every lesson follows the same path. First comes **the story**. Then **how Latin works**: the endings, the patterns and the rules the story opens up, explained for a sixth grader. Then **say it out loud**, because Latin is learned by chanting, reciting and reading aloud. Last, **try it**: the student builds the full-chart wall poster, designs a Roman camp on graph paper, plays the giving game with the dative, narrates a map quest in Latin, writes a three-time autobiography, storyboards Hannibal's crossing in the imperfect, plans a week in the future tense, and closes the quarter by hosting a family Legion Day.

By the end of the quarter the student can decline a first- or second-declension noun completely, singular and plural, all five cases; use the genitive, dative and ablative in real sentences with the little prepositions in, cum, ab, ex, de, ad and per; dress any noun with an adjective that agrees in gender, number and case, including the famous trap *agricola bonus*; and run *amo*, *moneo* and *sum* through present, imperfect and future. Grade 5 opened the door; this quarter the student walks the whole ground floor of the noun and climbs the first stairs of time. *Fabricando fit faber*: by making, one becomes a maker.

Most videos come from trusted teaching channels: latintutorial (a Latin teacher's animated grammar lessons), TED-Ed, Memoria Press

(a classical Christian publisher), BBC Studios, Agora Academy, bambasbat (a Latin teacher's chalkboard lessons), and children's Bible channels (ShareFaith Kids, Saddleback Kids) for the finale. Every video was previewed for accuracy and content. A few are made for a slightly older audience; the lesson notes say so. You may hear small differences in pronunciation between channels (classical and church pronunciation); both are correct, and this course teaches the classical sounds. Some channels end with an invitation to subscribe; you can stop the video when the teaching ends.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for students in grade 6 (about ages 11–12) who read independently. The course assumes the ground covered in our Grade 5 Latin: the first-declension singular, the -us and -um basics of the second declension, the present tense of amo, moneo and sum, and reading subject-object-verb sentences. A student starting fresh in grade 6 can join with two or three weeks of extra chanting from the Unit 1 charts. A parent or teacher reads along, joins the chants and checks the practice. Nothing needs to be bought: every activity uses paper, index cards, graph paper, pencil, crayons and household things.

HOW TO USE THIS COURSE

1. **The weekly rhythm.** The quarter has 10 lessons, one a week, each with three sessions of 30–40 minutes. Session 1 is the warm-up, the video, the teaching and the picture study. Session 2 is the activity and the Latin notebook. Session 3 is the worked examples, the practice sentences and a recitation: the student chants the week's endings and reads the week's Latin out loud to the family. In the second week of each unit, use part of Session 3 for the unit review and the unit challenge.
2. **Where the student stands.** A student coming from Grade 5 Latin owns the first-declension singular staircase with its nominative and accusative plurals, the -us and -um patterns of the second declension, the present tense of amo, moneo and the irregular sum, and the habit of reading Latin by endings rather than by word order. This course completes the noun chart (every case, both numbers, both declensions), puts all five cases to work, and opens two new tenses, the imperfect

and the future. It does not touch the third declension, the perfect tense or the passive; those wait for later grades.

3. **Chant it every day.** Latin endings are learned the way multiplication tables are: out loud, in rhythm, a few minutes a day. Open every session with the day's chant stack: puella down both columns, dominus and bellum down both columns, then amo in whichever tenses the course has reached (present from day one, imperfect from Unit 4, future from week 8). Five minutes of cheerful chanting beats an hour of silent staring.
4. **Flashcards and the word wall.** Every lesson adds new Latin words to the deck the student began in grade 5. Make a flashcard for each one (Latin on the front, English on the back) and review the whole deck at the start of Session 2 and Session 3: a word the student gets right three times in a row can move to a weekly pile. The grade 5 deck plus this course's words makes about 114 cards by Legion Day.
5. **The word list.** The whole course teaches 50 words, in this order. Unit 1, words of fame and the camp: fama, gloria, victoria, copia, ripa, unda; then murus, campus, gladius, scutum, numerus, periculum. Unit 2, giving verbs and the little words: dono, nuntio, monstro, rosa; then insula and the prepositions in, cum, a/ab, e/ex, de, ad, per. Unit 3, adjectives in full dress and the time adverbs: bonus, magnus, parvus, longus, clarus (grade 5's adjectives, now with their masculine and neuter forms), novus, antiquus; then heri, hodie, cras, semper, numquam. Unit 4, verbs for the march: supero, propero, maneo; then ceno, paro, aedifico, spero. Unit 5, story and armor words: spelunca, harena, medicus, spina; then galea, lorica, iustitia. This list is the quarter's flashcard growth; a student who owns these 50 cards on top of the grade 5 deck has the course's vocabulary.
6. **Story, then grammar, then doing.** The core ideas are written to be read aloud or read by the student. The paragraph marked *The story* tells what happened; *How Latin works* explains the grammar; *Say it out loud* gives the sounds and chants; *Try it* explains the activity. After each paragraph, ask the student to tell it back in his or her own words.
7. **The Latin notebook.** Use any notebook for the whole quarter. It holds the vocabulary lists, the full declension and tense charts, the case-job pages, the translated sentences and the Androcles story with its colored case markup. Date every page. The full-chart wall poster from Unit 1 hangs beside the desk all quarter and is the student's own reference: build it carefully and let it be used freely.

8. **Translation is a two-way street.** Every lesson's practice has both directions: Latin into English and English into Latin. Going into Latin is harder and matters more; let the student use the wall poster and notebook charts freely. The answer is right when the endings are right, not just the words.
9. **Practice on the web.** Our companion site, [Latin Launchpad](#), is free and has matching games, flashcards and quizzes sorted by grade; its grade 5–6 word packs cover most of this course's word list, and its grammar games drill the same declension and tense endings. It makes a good Session 2 finisher or a rainy-Saturday review. It is optional: the course is complete with cards and paper.
10. **Unit review and unit challenge.** Each unit ends with a short review (30 points), which may be done orally, and a unit challenge: the full-chart poster with a timed chant certificate, the narrated map quest, the illustrated three-time autobiography, the Hannibal storyboard with the week planner, and at last Legion Day. Keep the challenge work in a folder.
11. **Legion Day.** In the last week, the student hosts a short family Legion Day: he or she presents the Roman camp map, performs the Androcles story in Latin and English with a family translator, leads the family through the armor of God with the Latin names on cards, and closes with the three-tense amo chant as the final inspection.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–2

The Whole Map of the Noun

Horatius holds the last bridge into Rome while the student completes the first declension, meeting the genitive plural -arum and the dative/ablative plural -is; then a legionary's building-and-marching day opens the complete second declension, masculine and neuter, and the full-chart wall poster goes up.

1.1 Horatius at the Bridge: The Full First Declension

1.2 A Soldier's Day: The Full Second Declension

UNIT 2 • WEEKS 3–4

The Five Jobs at Work

Caesar's engineers bridge the Rhine in ten days and the genitive says whose bridge it was; the dative hands out gifts with dono, nuntio and monstro; then the great Roman road map unrolls, and the ablative and accusative go traveling with in, cum, ab, ex, de, ad and per.

2.1 Whose Bridge? Genitive and Dative

2.2 On the Road: Ablative and the Little Words

UNIT 3 • WEEKS 5–6

Dressing Nouns, Stretching Sum

Cincinnatus leaves his plow, saves Rome and goes home, while bonus, bona, bonum learns to agree with every noun it dresses, including the trap agricola bonus; then a Roman sundial opens the past and future of sum: eram and ero, with heri, hodie and cras to mark the times.

3.1 Cincinnatus: The Good Man

3.2 I Was, I Will Be: Sum Across Time

UNIT 5 • WEEKS 9–10

Reading the Republic

Everything comes together: the student reads Androcles and the Lion, nine connected Latin sentences in three tenses, marks every case in color and performs it; then Paul's armor of God closes the quarter with its Latin names, a full review and the family Legion Day.

5.1 Androcles and the Lion: A Whole Story in Latin

5.2 The Whole Armor: Review and the Soldier's Finale

UNIT 4 • WEEKS 7–8

Verbs Across Time

Hannibal's elephants trudge through the Alpine snow in the imperfect tense, the camera of the past that keeps rolling; then Caesar repairs the broken calendar, and the future tense, -bo, -bis, -bit, fills a seven-day planner with plans made under God.

4.1 Hannibal Was Crossing: The Imperfect

4.2 The Calendar of Caesar: The Future

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 Horatius at the Bridge: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (the full-chart poster begins, and chart races) and Latin notebook • Session 3: Worked examples, practice, and the first recitation out loud <i>Three short sessions a week is the usual rhythm: one to learn, one to make, one to practice and recite. Add a few minutes of flashcards on the other days if you like.</i>
2	• Session 1: Lesson 1.2 A Soldier's Day: warm-up, video, teaching and picture study

WEEK	PLAN
	• Session 2: Lesson 1.2 activity (the Roman camp on graph paper) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 1 review and unit challenge (the full-chart poster and the timed chant certificate)
3	• Session 1: Lesson 2.1 Whose Bridge?: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (the giving game) and Latin notebook • Session 3: Worked examples, practice and recitation
4	• Session 1: Lesson 2.2 On the Road: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity (the map quest) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 2 review and unit challenge (the narrated map quest performed for the family)
5	• Session 1: Lesson 3.1 Cincinnatus: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 activity (adjective dominoes) and Latin notebook • Session 3: Worked examples, practice and recitation
6	• Session 1: Lesson 3.2 I Was, I Will Be: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 activity (the three-time autobiography) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 3 review and unit challenge (the illustrated autobiography read aloud)
7	• Session 1: Lesson 4.1 Hannibal Was Crossing: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 activity (the imperfect storyboard) and Latin notebook • Session 3: Worked examples, practice and recitation
8	• Session 1: Lesson 4.2 The Calendar of Caesar: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 activity (the week in Latin planner) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 4 review and unit challenge (the Hannibal storyboard and the week planner)
9	• Session 1: Lesson 5.1 Androcles and the Lion: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 activity (reading, marking and casting the story) and Latin notebook • Session 3: Perform the story with a family translator, worked examples, practice and recitation

WEEK	PLAN
10	• Session 1: Lesson 5.2 The Whole Armor: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 activity (the armor cards and the full review) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 5 review and unit challenge (Legion Day) <i>Last week. Host Legion Day: the student presents the camp map, performs Androcles with a family translator, leads the family through the armor of God with the Latin cards, and closes with the three-tense amo chant as the final inspection.</i>

MATERIALS

Latin notebook (any notebook)

One for the quarter: vocabulary lists, declension and tense charts, case-job pages, translations and the marked-up Androcles story.

Index cards or paper cut into card-sized pieces, and a box, bag or binder ring to keep them

For the flashcard deck that grows every lesson, the giving-game cards in Unit 2 and the adjective dominoes in Unit 3.

A sheet of poster board (or four sheets of printer paper taped together)

For the full-chart wall poster in Unit 1: both declensions, both numbers, all five cases, the student's own reference all quarter.

Graph paper

For the Roman camp design in Lesson 1.2 and the map quest in Lesson 2.2.

Pencil, colored pencils or crayons, and a fine-tip marker

For the charts, the storyboard, the case-color markup of the Androcles story and the armor cards.

Scissors, tape and a kitchen timer or watch

The timer runs the chart races in Unit 1 and the timed chant certificate.

GRADING

Grades come mostly from the daily work: the recitations, the flashcard reviews, the notebook and the practice sentences, because a language is learned by steady, honest repetition. A student who chants faithfully, keeps a neat notebook and corrects his or her own practice earns full credit.

PART	%
Recitation and flashcards (daily chanting, vocabulary reviews, reading aloud)	30
Latin notebook (dated pages, charts, translations, reflections)	25
Practice sentences (both directions, corrected with the answer key)	15
Unit reviews	15
Unit challenges	15

Scale: A 90–100, B 80–89, C 70–79, D 60–69. Below 60: repeat the chants and practice with help.

- An ending counts, a guess does not: a practice sentence is right when the endings are right. Let the student use the wall poster and notebook charts for every exercise; the charts come to live in the head by being used, not by being hidden.
- Unit reviews may be done orally for a student who writes slowly; the parent writes down the answers.
- Pronunciation is graded on courage and consistency, not perfection. Any student who says Latin out loud every day is doing it right.

A NOTE TO PARENTS

You do not need to know Latin to teach this course. Every chart has its chant written out, every Latin sentence has its translation in the answer, and every video does the explaining a specialist would. Learn alongside your child: chant together in the car, play the giving game at the table, follow the map quest with your finger, and let your child catch your mistakes. A parent who is cheerfully learning teaches more than any speech about why Latin matters.

This quarter's stories come from the Roman army and the republic's heroes: Horatius at the bridge, the legionary's building day, Caesar's Rhine bridge, Cincinnatus, Hannibal in the Alps, and Paul's armor of God written from Roman custody. They are told as stories of courage, duty and providence, without gore; the fighting stays

offstage and the focus is on the holding of the bridge, the laying down of power, the long march. The TED-Ed video in Lesson 1.2 was made for a slightly older audience and briefly mentions the army's harsh discipline; the lesson note says so, and it was previewed.

The course ends inside Scripture: the student reads Androcles and the lion with Daniel in the lions' den echoing behind it, and closes the quarter parsing the Latin names of the armor of God, *scutum fidei*, *galea salutis*, *gladius Spiritus*. The old story of Androcles is told as Aulus Gellius reported it, a tale the Romans themselves loved, and the lesson is honest about which Latin endings the student has truly earned and which are glossed on loan from later grades.

PRINTABLE WORD LIST

VOCABULARY FOR THE COURSE

Classical Latin (restored). Restored classical Latin, the sounds of Caesar's day, which is what this course teaches from grade 3 on. The five long vowels are the grade 3 chant: a ah, e ay, i ee, o oh, u oo. An unmarked e says eh, an unmarked o says o, and an unmarked u says u; i and ī both say ee. The capital letters are the stressed syllable.

Every week's list is printed again inside that lesson. Say the capital letters loudest.

1.1 HORATIUS AT THE BRIDGE: THE FULL FIRST DECLENSION

fāma

FAH-mah

noun · fāma, fāmae, f.

fame, report

ENGLISH fame

victōria

week-TOH-ree-ah

noun · victōria, victōriae, f.

victory

ENGLISH victory

cōpia

KOH-pee-ah

noun · cōpia, cōpiae, f.

a supply; plenty

ENGLISH copious

rīpa

REE-pah

noun · rīpa, rīpae, f.

a riverbank

unda

UN-dah

noun · unda, undae, f.

a wave

ENGLISH undulate

pōns

POHNS

noun · pōns, pontis, m.

a bridge

ENGLISH pontoon

turris

TUR-rees

noun · turris, turris, f.

a tower

ENGLISH turret

custōs

KUS-tohs

noun · custōs, custōdis, m.

a guard

ENGLISH custody

hasta

HAHS-tah

noun · hasta, hastae, f.

a spear

Tiberis

TEE-beh-rees

noun · Tiberis, Tiberis, m.

the Tiber, Rome's river

Horātius

ho-RAH-tee-us

noun · Horātius, Horātiī, m.

Horatius, who held the bridge

1.2 A SOLDIER'S DAY: THE FULL SECOND DECLENSION

perīculum

peh-REE-ku-lum

noun · perīculum, perīculī, n.

danger

ENGLISH peril

numerus

NU-meh-rus

noun · numerus, numerī, m.

a number

ENGLISH number

castra

KAHST-rah

noun · castra, castrōrum, n. pl.

a camp

vallum

WAHL-lum

noun · vallum, vallī, n.

the rampart of a camp

sarcina

SAHR-kee-nah

noun · sarcina, sarcinae, f.

a soldier's pack

signum

SEEG-num

noun · signum, signī, n.

a standard; a signal

ENGLISH sign

impedimentum

eem-peh-dee-MEN-tum

noun · impedimentum, impedimentī, n.

baggage; a hindrance

ENGLISH impediment

vigilia

wee-GEE-lee-ah

noun · vigilia, vigiliae, f.

a watch of the night

ENGLISH vigil

caliga

KAH-lee-gah

noun · caliga, caligae, f.

a soldier's boot

iter

EE-ter

noun · iter, itineris, n.

a journey

ENGLISH itinerary

contubernium

kon-tu-BER-nee-um

noun · contubernium, contubernī, n.

a squad of tent-mates

2.1 WHOSE BRIDGE? GENITIVE AND DATIVE

dōnō

DOH-noh

verb · 1st conjugation · dōnō, dōnāre

I give, I present

ENGLISH donate

nūntiō

NOON-tee-oh

verb · 1st conjugation · nūntiō, nūntiāre

I announce

ENGLISH announce

mōnstrō

MOHNST-roh

verb · 1st conjugation · mōnstrō, mōnstrāre

I show

ENGLISH demonstrate

Rhēnus

RHAY-nus

noun · Rhēnus, Rhēnī, m.

the Rhine

Germānus

ger-MAH-nus

noun · Germānus, Germānī, m.

a German

ENGLISH German

ratis

RAH-tees

noun · ratis, ratis, f.

a raft

auxilium

ow-KSEE-lee-um

noun · auxilium, auxiliī, n.

help

ENGLISH auxiliary

trāns

TRAHNS

preposition · takes the accusative

across

ENGLISH trans-

agger

AHG-ger

noun · agger, aggeris, m.

a mound, a causeway

inter

EEN-ter

preposition · takes the accusative

between, among

ENGLISH inter-

propter

PROP-ter

preposition · takes the accusative

on account of

2.2 ON THE ROAD: ABLATIVE AND THE LITTLE WORDS

in

EEN

preposition · ablative for 'where,' accusative for 'where to'

in, on; into

cum

KUM

preposition · takes the ablative

with

ā, ab

AH AHB

preposition · takes the ablative

from, by

ē, ex

AY EKS

preposition · takes the ablative

out of

dē

DAY

preposition · takes the ablative

down from; about

ad

AHD

preposition · takes the accusative

to, toward

ENGLISH ad-

per

PER

preposition · takes the accusative

through

ENGLISH per-

ubi

U-bee

adverb

where

quō

KWOH

adverb

to where

cursus

KUR-sus

noun · cursus, cursūs, m.

a running; a course

ENGLISH course

milliārium

meel-lee-AH-ree-um

noun · milliārium, milliārī, n.

a milestone

ENGLISH mile

3.1 CINCINNATUS: THE GOOD MAN

novus

NO-wus

adjective · novus, nova, novum

new

ENGLISH novel

antīquus

ahn-TEE-kwus

adjective · antīquus, antīqua, antīquum

old, ancient

ENGLISH antique

dictātor

deek-TAH-tor

noun · dictātor, dictātōris, m.

an emergency commander

ENGLISH dictator

Cincinnātus

keen-keen-NAH-tus

noun · Cincinnātus, Cincinnātī, m.

Cincinnatus, who laid the office down

arātrum

ah-RAH-trum

noun · arātrum, arātrī, n.

a plow

ager

AH-ger

noun · ager, agrī, m.

a field

ENGLISH agriculture

modestus

mo-DES-tus

adjective · modestus, modesta, modestum

modest, keeping the right measure

ENGLISH modest

gravis

GRAH-wees

adjective · gravis, grave

heavy; serious

ENGLISH grave

pulcher

PULK-her

adjective · pulcher, pulchra, pulchrum

beautiful

fortis

FOR-tees

adjective · fortis, forte

brave

ENGLISH fortitude

humilis

HU-mee-lees

adjective · humilis, humile

lowly, humble

ENGLISH humble

3.2 I WAS, I WILL BE: SUM ACROSS TIME

herī

HEH-ree

adverb

yesterday

crās

KRAHS

adverb

tomorrow

numquam

NUM-kwahm

adverb

never

merīdiēs

meh-REE-dee-ays

noun · merīdiēs, merīdiēī, m.

midday

ENGLISH meridian

vesper

WES-per

noun · vesper, vesperī, m.

evening

hōrologium

hoh-ro-LO-gee-um

noun · hōrologium, hōrologiī, n.

a clock

ENGLISH horologe

nūper

NOO-per

adverb

recently

mox

MOKS

adverb

soon

iam

YAHM

adverb

now, already

tum

TUM

adverb

then

ōlim

OH-leem

adverb

once, formerly

4.1 HANNIBAL WAS CROSSING: THE IMPERFECT

Hannibal

HAHN-nee-bahl

noun · Hannibal, Hannibalis, m.

Hannibal, the Carthaginian general

elephantus

eh-lep-HAHN-tus

noun · elephantus, elephantī, m.

an elephant

ENGLISH elephant

superō

SU-peh-roh

verb · 1st conjugation · superō, superāre

I overcome

ENGLISH super

maneō

MAH-neh-oh

verb · 2nd conjugation · maneō, manēre

I stay, I remain

ENGLISH remain

Carthāgō

kahrt-HAH-goh

noun · Carthāgō, Carthāginis, f.

Carthage

Alpēs

AHL-pays

noun · Alpēs, Alpium, f. pl.

the Alps

iūrō

YOO-roh

verb · 1st conjugation · iūrō, iūrāre

I swear

ENGLISH jury

Hispānia

hees-PAH-nee-ah

noun · Hispānia, Hispāniae, f.

Spain

nīx

NEEKS

noun · nīx, nivis, f.

snow

Saguntum

sah-GUN-tum

noun · Saguntum, Saguntī, n.

Saguntum, the town Hannibal besieged

Poenus

POY-nus

noun · Poenus, Poenī, m.

a Carthaginian

ENGLISH Punic

4.2 THE CALENDAR OF CAESAR: THE FUTURE

spērō

SPAY-roh

verb · 1st conjugation · spērō, spērāre

I hope

ENGLISH despair

kalendae

kah-LEN-dye

noun · kalendae, kalendārum, f. pl.

the Kalends, the first day of a month

ENGLISH calendar

nōnae

NOH-nye

noun · nōnae, nōnārum, f. pl.

the Nones

īdūs

EE-doos

noun · īdūs, īduum, f. pl.

the Ides

fastī

FAHS-tee

noun · fastī, fastōrum, m. pl.

the calendar of lawful days

intercalāris

een-ter-kah-LAH-rees

adjective · intercalāris, intercalāre

inserted, as a leap day

ENGLISH intercalary

saeculum

SYE-ku-lum

noun · saeculum, saeculī, n.

an age, a generation

ENGLISH secular

mēnsis

MAYN-sees

noun · mēnsis, mēnsis, m.

a month

ENGLISH menstrual

autumnus

ow-TUM-nus

noun · autumnus, autumnī, m.

autumn

ENGLISH autumn

hiems

HEE-ems

noun · hiems, hiemis, f.

winter

vēr

WAYR

noun · vēr, vēris, n.

spring

5.1 ANDROCLES AND THE LION: A WHOLE STORY IN LATIN

nōn

NOHN

adverb

not

sed

SED

conjunction

but

spēlunca

spay-LUN-kah

noun · spēlunca, spēluncae, f.

a cave

ENGLISH spelunker

harēna

hah-RAY-nah

noun · harēna, harēnae, f.

sand; the arena

ENGLISH arena

medicus

MEH-dee-kus

noun · medicus, medicī, m.

a doctor

ENGLISH medical

spīna

SPEE-nah

noun · spīna, spīnae, f.

a thorn

ENGLISH spine

Androclus

AHND-ro-klus

noun · Androclus, Androclī, m.

Androcles, the man who helped the lion

vulnus

WUL-nus

noun · vulnus, vulneris, n.

a wound

ENGLISH vulnerable

grātus

GRAH-tus

adjective · grātus, grāta, grātum

thankful; pleasing

ENGLISH grateful

cavea

KAH-weh-ah

noun · cavea, caveae, f.

a cage; the seats of a theater

ENGLISH cage

leō

LEH-oh

noun · leō, leōnis, m.

a lion

ENGLISH lion

recumbō

reh-KUM-boh

verb · 3rd conjugation · recumbō, recumbere

I lie down

5.2 THE WHOLE ARMOR: REVIEW AND THE SOLDIER'S FINALE

lōrīca

loh-REE-kah

noun · lōrīca, lōrīcae, f.

a breastplate

iūstitia

yoos-TEE-tee-ah

noun · iūstitia, iūstitiae, f.

justice

ENGLISH justice

fidēs

FEE-days

noun · fidēs, fideī, f.

faith, trust

ENGLISH fidelity

spīritus

SPEE-ree-tus

noun · spīritus, spīritūs, m.

spirit, breath

ENGLISH spirit

galea

GAH-leh-ah

noun · galea, galeae, f.

a helmet

balteus

BAHL-tews

noun · balteus, balteī, m.

a sword belt

ocrea

O-kreh-ah

noun · ocrea, ocreae, f.

a greave, a shin guard

vērītās

WAY-ree-tahs

noun · vērītās, vērītātis, f.

truth

ENGLISH verify

ēnsis

AYN-sees

noun · ēnsis, ēnsis, m.

a sword

Ephēsus

ep-HAY-sus

noun · Ephēsus, Ephēsī, f.

Ephesus, the city of the armor passage

vinculum

WEEN-ku-lum

noun · vinculum, vinculī, n.

a chain, a bond

UNIT 1

THE WHOLE MAP OF THE NOUN

In 509 B.C. an Etruscan army came over the hill to take Rome back for its banished king, and between that army and the city stood one wooden bridge over the Tiber. A soldier named Horatius planted himself at the far end with two friends and told the Romans behind him to cut the bridge down. The story of that morning, how the two friends ran back at the last moment, how Horatius fought on alone until the timbers fell, and how he prayed to the river and swam home in his armor, became the story every Roman child learned first. It is the right story for this unit, because this is the week you hold the whole bridge: in grade 5 you learned the first declension one case at a time, and now you will chant it complete, singular and plural, all five cases, meeting the last two forms you were missing, the genitive plural in -arum and the dative and ablative plural in -is.

Then you will march with the men who did the empire's real work. A Roman legionary walked twenty miles before noon carrying sixty pounds, and then, before supper, built a fortified camp with walls, gates and straight streets, the same square plan every night, so that every soldier knew his own street in the dark. Trajan's Column, carved with 2,600 soldiers, shows more digging and building than fighting: Rome's army won with shovels. While the legionary builds, you will complete the second declension, dominus for the masculine and bellum for the neuter, learn the genitive plural -orum, and master the neuter rule: nominative and accusative always match, and the plural of both ends in -a. By the end of the unit, the full map of the noun hangs on your wall in your own handwriting, and you can race anyone in the house down its charts.

PREREQUISITES

- Can chant the first-declension singular staircase and the nominative and accusative plurals (Grade 5, Unit 2)
- Can chant the present tense of amo, moneo and sum with meanings (Grade 5, Unit 3)
- Knows the grade 5 vocabulary by flashcard, especially puella, regina, nauta, agricola, dominus, servus, bellum, oppidum and the adjectives bona, magna, parva, longa, clara

MASTERY CHECKLIST

- ☐ I can tell the story of Horatius at the bridge and what the bridge meant to Rome.
- ☐ I can chant the complete first declension of puella, singular and plural, all five cases, and say each case's name.
- ☐ I can chant the complete second declension of dominus and of bellum, both numbers.
- ☐ I can say the neuter rule and show it working in bellum and bella.
- ☐ I can name the case and number of any first- or second-declension form, including the look-alikes puellae and -is.
- ☐ My full-chart wall poster is finished, checked and hanging where I study.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Latin Launchpad**: Free. Our companion practice site: flashcards, matching games and quizzes sorted by grade; its grade 5–6 packs cover most of this course's word list, and its declension games drill these exact charts. A good Session 2 finisher.
- ***Famous Men of Rome*, by John H. Haaren and A. B. Poland**: Free online (Project Gutenberg and the Baldwin Project both carry it). Short, noble tellings of the very heroes of this course; read the Horatius chapter this unit, and keep it handy for Cincinnatus and Hannibal later.
- **Lays of Ancient Rome, by Thomas Babington Macaulay**: Free online. The great Victorian ballad of Horatius ('How can man die better..'), for brave families to read aloud by lamplight. The meter gallops; children have memorized its best stanzas for nearly two centuries.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1	Horatius at the Bridge: The Full First Declension	3 sessions of 30–40 minutes
1.2	A Soldier's Day: The Full Second Declension	3 sessions of 30–40 minutes

UNIT 1 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers, and the wall poster may stay on the wall: the charts are tested by use all quarter.

1. **5 pts**

Tell the story of Horatius at the bridge: the year, the enemy, what Horatius did, and how Rome rewarded him.

2. **5 pts**

Write the complete first declension of puella, singular and plural, with the case names.

3. (5 pts)

Write the complete second declension of dominus and of bellum, both numbers, and state the neuter rule.

4. (5 pts)

Give the case and number (all possibilities) of: puellarum, domini, scuta, undis, gladios.

5. (5 pts)

Translate both ways: (a) *Regina victoriam nautarum laudat.* (b) The servants carry swords and shields.

6. (5 pts)

A Roman legion built a complete fortified camp every night. Describe the camp (wall, gates, streets) and explain why the same plan every night mattered. What does Trajan's Column mostly show its soldiers doing?

ANSWER KEY

1. In 509 B.C. Lars Porsena's Etruscan army marched on Rome to restore the banished king Tarquin. Horatius Cocles and two companions held the far end of the wooden Sublician bridge while the Romans cut it down; he sent his friends back, fought on alone, and when the bridge fell he prayed to Father Tiber and swam home in his armor. Rome gave him land and a statue, and told the story for a thousand years.
2. Nominative puella, genitive puellae, dative puellae, accusative puellam, ablative puella; plural: nominative puellae, genitive puellarum, dative puellis, accusative puellas, ablative puellis.
3. Dominus, domini, domino, dominum, domino; domini, dominorum, dominis, dominos, dominis. Bellum, belli, bello, bellum, bello; bella, bellorum, bellis, bella, bellis. The neuter rule: nominative and accusative are always identical, and in the plural both end in -a.
4. Puellarum: genitive plural. Domini: genitive singular or nominative plural. Scuta: nominative or accusative plural (neuter). Undis: dative or ablative plural. Gladios: accusative plural.
5. (a) The queen praises the victory of the sailors. (b) Servi gladios et scuta portant: servi nominative plural, gladios accusative plural, scuta neuter accusative plural, portant agreeing with the plural subject.
6. The camp was a square with a ditch, an earth wall topped with stakes, four gates, and two main streets crossing at the commander's quarters; because the plan never changed, every soldier knew his post and his street even in the dark. Trajan's Column shows the soldiers mostly building, digging, hauling and bridging: Rome's army won with shovels as much as swords.

UNIT CHALLENGE: THE FULL-CHART POSTER AND THE TIMED CHANT CERTIFICATE

Finish the full-chart wall poster: all three charts, puella, dominus and bellum, complete in both numbers, lettered large, the case names down the edge, the new endings -arum, -orum and -is in color, and a title across the top: the student's own choice, in Latin capitals (TABULA MAGNA, the great chart, is a fine one). Check every one of the thirty forms against this unit's lessons; a poster with one wrong ending teaches the wrong ending all quarter, so proof it like a stonecutter. Then hold the certificate run: with the family gathered and a timer running, the student chants all three charts complete, both numbers, with case names, and answers five random case calls (genitive plural of scutum!). When the run is clean, the family signs and dates a homemade certificate on a corner of the poster or a card pinned beside it: CHARTS HELD, like the bridge. Hang the poster where the student studies; it is the reference for every lesson that follows.

LOOK FOR	WHAT IT MEANS
Complete and correct charts	All thirty forms of puella, dominus and bellum are present and correct, with case names, checked against the lessons.
Craftsmanship	Lettering is large, straight and readable across a room; the new endings are marked in color; the poster carries a Latin title.
The chant run	The student chanted all three charts from memory, both numbers, with case names, in front of the family.
Case calls	The student answered at least four of five random case-and-number calls correctly within a few seconds each.

UNIT 1 • THE WHOLE MAP OF THE NOUN • LESSON 1.1 OF 10 • 3 SESSIONS OF 30–40 MINUTES

1.1 HORATIUS AT THE BRIDGE: THE FULL FIRST DECLENSION

OBJECTIVES

- Tell the story of Horatius Cocles holding the Sublician bridge in 509 B.C.
- Chant the complete first declension of puella, singular and plural, all five cases, with the case names.
- Recognize and form the two new endings: genitive plural -arum and dative/ablative plural -is.

- Name the case and number of any first-declension form, including the triple look-alike puellae.
- Learn six new nouns of fame and the river: fama, gloria, victoria, copia, ripa, unda.

Warm-up. Chant what you own from grade 5: the puella staircase down the singular (puella, puellae, puellae, puellam, puella), then amo and sum straight through. Now look at your singular staircase and ask the question this week answers: if puellam means one girl receiving the action, and puellae can mean girls doing it, what do Romans say for OF the girls, or TO the girls? Two endings are missing from your map. Today Horatius holds a bridge while you capture them.

WATCH

The First Declension

[latintutorial](https://www.youtube.com/watch?v=9kUxUV7R3vc) · 6:44

<https://www.youtube.com/watch?v=9kUxUV7R3vc>

WHEN TO WATCH

After the How Latin works paragraph. You saw this chart being built one step at a time in grade 5; this time watch for the whole table at once, and chant the plural column, especially -arum and -is, along with the narrator.

Note: The narrator writes macrons (long marks) over some vowels; they show vowel length and are not spelling. This course writes the words plain.

BACKUP VIDEO

Horatius at the Bridge

4tale - stories read aloud · 4:12

<https://www.youtube.com/watch?v=PBhRplX8zVY>

For Session 1 or bedtime: the story of Horatius read aloud. Listen for the two friends sent back and the prayer to the Tiber; then try retelling it at the table in your own words.

KEY TERMS

declension

A family of nouns that change their endings the same way. First-declension nouns go like puella; this week you learn the family's whole chart, both numbers.

dative and ablative plural

The to/for-them and by/with/from-them cases. In the first declension both end in -is: puellis. Which job it is doing, the sentence tells you.

the Sublician bridge

The old wooden bridge over the Tiber at Rome, the one Horatius held in 509 B.C. while it was cut down behind him.

genitive plural

The of-them case: -arum in the first declension. Fama puellarum, the fame of the girls.

paradigm

A model chart of all a word's forms. Puella is the paradigm for the whole first declension: learn its chart and you own thousands of nouns.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

fāma

FAH-mah

noun · fāma, fāmae, f.

fame, report

ENGLISH fame

victōria

week-TOH-ree-ah

noun · victōria, victōriae, f.

victory

ENGLISH victory

cōpia

KOH-pee-ah

noun · cōpia, cōpiae, f.

a supply; plenty

ENGLISH copious

rīpa

REE-pah

noun · rīpa, rīpae, f.

a riverbank

unda

UN-dah

noun · unda, undae, f.

a wave

ENGLISH undulate

pōns

POHNS

noun · pōns, pontis, m.

a bridge

ENGLISH pontoon

turris

TUR-rees

noun · turris, turris, f.

a tower

ENGLISH turret

custōs

KUS-tohs

noun · custōs, custōdis, m.

a guard

ENGLISH custody

hasta

HAHS-tah

noun · hasta, hastae, f.

a spear

Tiberis

TEE-beh-rees

noun · Tiberis, Tiberis, m.

the Tiber, Rome's river

Horātius

ho-RAH-tee-us

noun · Horātius, Horātiī, m.

Horatius, who held the bridge

CORE IDEAS

The story. In 509 B.C. Rome had just thrown out its last king, Tarquin the Proud, and the king had gone for help. Lars Porsena of Clusium marched on Rome with an Etruscan army, took the hill across the river in an afternoon, and headed for the one wooden bridge over the Tiber. If the army crossed, Rome fell. A soldier named Horatius Cocles saw what had to happen: the bridge must come down before the enemy reached it. He posted himself at the far end with two companions, Spurius Lartius and Titus Herminius, and told the Romans behind him to swing their axes. The three held the narrow bridgehead against the whole army while the timbers groaned; when the bridge was nearly gone, Horatius sent his two friends back across and stood alone. As the last beams fell he prayed, Father Tiber, receive these arms and this soldier, and leapt into the river in full armor. He swam to the Roman bank through a rain of arrows, and the city he saved gave him as much land as he could plow around in a day, and a statue that stood for centuries. Rome told that story for a thousand years; in 1842 Macaulay retold it in English verse, and schoolchildren have chanted 'How can man die better than facing fearful odds' ever since.

Why a chart is a bridge. Horatius could hold the bridge because he knew exactly what he was defending and where every plank lay. This week you finish your own bridge: the complete chart of the first declension. In grade 5 you built the singular staircase and the first two plurals; two forms were still missing, and they are the only new things today. The **genitive plural** ends in **-arum**: puellarum, of the girls; fama

victoriarum, the fame of the victories. The **dative and ablative plural** both end in **-is**: puellis, to or for the girls, or by, with or from the girls. Two endings, and the map is whole. Every first-declension noun you will ever meet, and there are thousands, walks across this one bridge.

How Latin works: the full chart. Here is the whole first declension, the chart your wall poster is built on. Singular: **puella** (nominative, the subject), **puellae** (genitive, of the girl), **puellae** (dative, to or for the girl), **puellam** (accusative, the direct object), **puella** (ablative, by, with or from the girl). Plural: **puellae** (nominative), **puellarum** (genitive), **puellis** (dative), **puellas** (accusative), **puellis** (ablative). Notice two famous look-alikes and make friends with them now. Puellae wears three hats: genitive singular, dative singular, nominative plural. Puellis wears two: dative and ablative plural. Latin is not being careless; the sentence around the word always settles which hat it is wearing, and learning to read that evidence is exactly the skill this course trains.

Say it out loud. Chant the chart the Roman schoolroom way, down the singular and then down the plural, with a strong beat: PU-el-la, pu-EL-lae, pu-EL-lae, pu-EL-lam, pu-EL-la; pu-EL-lae, pu-el-LAR-um, pu-EL-lis, pu-EL-las, pu-EL-lis. Then say it with the case names: nominative puella, genitive puellae... all the way down. Now load the chart with this week's new words, all of them first declension and all of them from the story: *fama* (report, fame), *gloria* (glory), *victoria* (victory), *copia* (supply, plenty), *ripa* (riverbank), *unda* (wave). Chant victoria down both columns: victoria, victoriae, victoriae, victoriam, victoria; victoriae, victoriarum, victoriis, victorias, victoriis. Same bridge, new traveler.

Try it. This week the full-chart wall poster goes up: a big sheet ruled into charts, with the complete first declension entered today in your best lettering and room left beside it for dominus and bellum next lesson. Then come the chart races: a timer, a family challenger, and the chant run fair and fast. The poster hangs beside your desk all quarter; it is your bridge, and you are allowed to stand on it for every exercise in this course.

PICTURE STUDY



Horatius Cocles Defending the Sublician Bridge, Francesco Pesellino, About 1450 · Tempera on panel (a cassone panel, painted for a Florentine wedding chest) · Victoria and Albert Museum, London

Image: [Wikimedia Commons](#), public domain

Nearly two thousand years after Horatius, a painter in Florence told the story again, on the front of a cassone, a great carved chest made for a wedding. Families chose such scenes on purpose: a bride and groom would keep their linens in a box that preached courage and duty every time it was opened. Pesellino paints the story the way Romans remembered it, the whole army on one side, one man where the bridge is narrowest, and the river waiting to carry him home.

Look closely

- Find the bridge at the center and the single armored figure holding it. Why does the painter make the fighting space so narrow?
- Look at the crowd of soldiers on the far bank: lances, banners, horses. Pesellino dresses them like knights of his own day, not ancient Etruscans; painters of his time often did.
- Find the river and follow it across the panel. In the story the Tiber is almost a character, and Horatius prays to it before he leaps.
- Step back and see the panel's long, low shape. It was the front of a chest; the story had to march sideways like a parade.

Talk about it

1. Horatius did not hold the bridge to win; he held it so others had time to destroy it. What is the difference?

2. Why would a family want this story painted on a wedding chest, of all furniture?
3. The Romans gave Horatius land and a statue, but the story says he counted the city's safety reward enough. What rewards matter most to you?

ACTIVITY

The full-chart poster and the chart races

Every Latin student for two thousand years has owned one treasure: the chart. Today yours goes up on the wall, big enough to read across the room, and then you race on it, because a chant you can do fast under pressure is a chant you truly own.

You will need

- A sheet of poster board, or four sheets of printer paper taped in a square
- Pencil, ruler, fine-tip marker and colored pencils
- A kitchen timer or watch with a second hand
- 6 index cards for the new vocabulary

Steps

1. Rule the poster into three chart spaces side by side, each with two columns (singular, plural) and five rows (nominative, genitive, dative, accusative, ablative). Label the rows down the left edge.
2. Fill the first chart with *puella*, complete: *puella*, *puellae*, *puellae*, *puellam*, *puella*; *puellae*, *puellarum*, *puellis*, *puellas*, *puellis*. Letter it large; this poster must be readable from your chair.
3. Color the two new endings, *-arum* and *-is*, in one bright color. They are this week's conquests. Leave the other two chart spaces empty: *dominus* and *bellum* move in next lesson.
4. Chant the finished chart three times, pointing to each form as you say it, with the case names.
5. Now the chart races: a family member holds the timer. Round 1: chant *puella* complete, both numbers, against the clock. Round 2: the challenger calls out a case and number (genitive plural!) and you answer (*puellarum*!) within three seconds; ten calls, count your hits. Round 3: swap, and you call cases for the challenger. Record the best times on a corner of the poster in pencil.
6. Make the six new flashcards: *fama*, *gloria*, *victoria*, *copia*, *ripa*, *unda*, and add them to the grade 5 deck. Run the whole deck once.

Tips

- Rule guide lines even for the poster's big letters; a straight chart is easier to memorize because the eye always finds each form in the same place.
- Chant plurals with a little extra weight on -ARum; it is the ending students misplace most, and the heavy beat nails it down.
- If the race gets scrappy, slow is fine: fair and accurate beats fast and wrong, in Latin as in carpentry.

Check your work

- ☐ My poster's puella chart is complete, correct and readable across the room.
- ☐ I can chant the full first declension, both numbers, with case names, from memory.
- ☐ I answered at least eight of ten case calls correctly in the chart race.
- ☐ The six new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Copy the complete first-declension chart of puella into your notebook, dated, with the case names down the left edge and the two new endings (-arum, -is) in color.
2. Write the six new words with meanings: fama, gloria, victoria, copia, ripa, unda, and decline victoria in full beside them.
3. Write the three hats of puellae (genitive singular, dative singular, nominative plural) and the two hats of puellis (dative plural, ablative plural), each with an English tag.
4. Retell the story of Horatius in five sentences of your own, and copy Macaulay's question: 'How can man die better than facing fearful odds?'

From history. Rome kept the Sublician bridge in repair for centuries, all in wood, and by old religious law no iron nail could be used in it. Its name comes from sublicae, the wooden piles it stood on, and its upkeep belonged to Rome's priests, the pontifices, a name many scholars trace to pons, bridge: the bridge-builders. Rome took its bridges seriously; one had saved the city.

Practice habit. From today, open every Latin session with the chant stack: puella complete, both numbers, then amo and sum in the present. Next lesson the stack grows by two charts, and in Unit 4 by two tenses. Two to three minutes, every session, to the end of the course; the stack is the skeleton of everything this quarter builds.

WORKED EXAMPLES

Example 1. Give the case and number of *victoriarum*, and translate it.

▼ **Show solution**

1. Find the ending: -arum.
 2. Read it off the chart: -arum is genitive plural, the of-them form.
 3. Attach the meaning of the stem *victoria-*: victory.
-

Answer: Genitive plural: of the victories. *Fama victoriarum* is the fame of the victories.

Example 2. Write 'to the girls' and 'of the girls' in Latin.

▼ **Show solution**

1. To the girls: plural receivers, so dative plural: -is on the stem *puell-*.
 2. Of the girls: plural owners, so genitive plural: -arum on the same stem.
 3. Check both against the chart.
-

Answer: *Puellis* (dative plural) and *puellarum* (genitive plural).

Example 3. *Puellae* appears in a sentence: *Puellae cantant*. Which of its three hats is it wearing, and how do you know?

▼ **Show solution**

1. List the hats: genitive singular, dative singular, nominative plural.
 2. Look at the verb: *cantant* ends in -nt, they sing, a plural subject is needed.
 3. Only the nominative plural can be a subject.
-

Answer: Nominative plural: The girls sing. The plural verb is the evidence; the sentence always settles which hat the form wears.

PRACTICE

1. **Easy** Chant (or write) the complete first declension of *puella*, singular and plural.

▼ **Show answer**

Puella, puellae, puellae, puellam, puella; puellae, puellarum, puellis, puellas, puellis.

2. **Easy** Give the meanings: fama, gloria, victoria, copia, ripa, unda.

▼ **Show answer**

Report (fame), glory, victory, supply (plenty), riverbank, wave.

3. **Easy** Which case and number? undarum, famis, glorias.

▼ **Show answer**

Undarum: genitive plural, of the waves. Famis: dative or ablative plural, to/for the reports or by/with/from the reports. Glorias: accusative plural, glories (receiving the action).

4. **Medium** Write in Latin: of the victories; to the queens (dative); of the wave (singular).

▼ **Show answer**

Victoriarum; reginis; undae. The last one wears the -ae hat as genitive singular.

5. **Medium** Translate: *Fama puellarum magna est.*

▼ **Show answer**

The fame of the girls is great. Puellarum is genitive plural; fama is the subject, and magna agrees with it.

6. **Medium** Translate: *Regina victoriam nautarum laudat.*

▼ **Show answer**

The queen praises the victory of the sailors. Regina does (nominative), victoriam receives (accusative), nautarum tells whose victory (genitive plural).

7. **Hard** Decline *unda* in full, both numbers, from memory, then check against your poster.

▼ **Show answer**

Unda, undae, undae, undam, unda; undae, undarum, undis, undas, undis.

8. **Challenge** The form *copiae* could be three different things. Name all three, and then say what evidence in a sentence would prove it is the subject.

▼ **Show answer**

Genitive singular (of the supply), dative singular (to/for the supply), nominative plural (supplies, as subject). It is proved to be the subject by a plural verb ending in -nt agreeing with it, as in *Copiae magnae sunt*, the supplies are great.

COMMON MISTAKES

- Writing -orum in the first declension (puellorum). The first declension's genitive plural is -arum: puellarum. The -orum ending belongs to dominus and bellum, next lesson.
- Panicking over puellae's three hats. The form alone is not supposed to tell you; the sentence is. Check the verb and the neighbors before you name the case.
- Chanting the chart without the case names. Say nominative puella, genitive puellae...; the names are the handles you will grab when a real sentence comes.
- Treating -is as singular because it is short. Puellis is always plural (dative or ablative); the singular datives and ablatives are puellae and puella.

Make it a game • Bridge Chart Race. Draw the first-declension chart of puella on a big sheet, then hide it. Race to chant all ten forms in order, singular and plural, with the case names, while the parent times you with a stopwatch. Every miss adds five seconds. Think of Horatius holding the bridge, one more form at a time. Try to beat your best time.

Scripture. “Blessed be the LORD my strength, which teacheth my hands to war, and my fingers to fight: My goodness, and my fortress; my high tower, and my deliverer; my shield, and he in whom I trust; who subdueth my people under me.” (Psalm 144:1–2, KJV)

David, a soldier-king, gives the credit for his strength and his victories to God, his fortress and high tower. Rome honored Horatius for courage at a bridge; Scripture teaches where courage itself comes from, and who the true stronghold is.

UNIT 1 • THE WHOLE MAP OF THE NOUN • LESSON 1.2 OF 10 • 3 SESSIONS OF 30–40 MINUTES

1.2 A SOLDIER’S DAY: THE FULL SECOND DECLENSION

OBJECTIVES

- Describe a Roman legionary's working day: the march, the load, and the fortified camp built every night.
- Chant the complete second declension of dominus, singular and plural, all five cases.
- Chant the complete second declension of the neuter bellum, and state the neuter rule.
- Form and recognize the genitive plural -orum and the dative/ablative plural -is in the second declension.

- Learn six new soldier's nouns: murus, campus, gladius, scutum, numerus, periculum.

Warm-up. Chant the stack: puella complete, then amo and sum. Now empty a backpack, or imagine one, and load it in your mind: food for days, a digging tool, two wooden stakes, armor, shield, sword. About sixty pounds. A Roman soldier carried that twenty miles before lunch, and his day's hardest work hadn't started. Today you march with him, and the second declension marches with you.

WATCH

The Neuter Second Declension

[latintutorial](#) · 6:05

<https://www.youtube.com/watch?v=J5bNvDzv6cU>

WHEN TO WATCH

After the How Latin works paragraphs. Watch for the neuter chart of bellum and chant it along with the narrator; the rule to catch is nominative = accusative, with the plural pair in -a.

Note: The narrator writes macrons over some vowels; they mark vowel length, not spelling. This course writes the words plain.

BACKUP VIDEO

A day in the life of a Roman soldier - Robert Garland

[TED-Ed](#) · 5:00

<https://www.youtube.com/watch?v=P5e7cl19Ha0>

After the story paragraph, to see the march, the load and the camp-building with your own eyes.

KEY TERMS

second declension

The noun family that goes like dominus (masculine) and bellum (neuter): -us or -um in the nominative, genitive in -i, genitive plural in -orum.

neuter

The third gender of Latin nouns, neither masculine nor feminine: bellum (war), scutum (shield), periculum (danger).

the neuter rule

In every neuter noun, nominative and accusative are always identical, and in the plural both end in -a:
bellum/bellum, bella/bella.

legionary

A soldier of a Roman legion: part fighter, part builder, part road engineer, trained to march, dig and build in formation.

castra

A sight word for now: the Romans' word for their fortified camp. It is a plural neuter, 'the camps,' used for one camp; English place names like Lancaster and Chester still carry it.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

perīculum

peh-REE-ku-lum

noun · perīculum, perīculī, n.

danger

ENGLISH peril

numerus

NU-meh-rus

noun · numerus, numerī, m.

a number

ENGLISH number

castra

KAHST-rah

noun · castra, castrōrum, n. pl.

a camp

vallum

WAHL-lum

noun · vallum, vallī, n.

the rampart of a camp

sarcina

SAHR-kee-nah

noun · sarcina, sarcinae, f.

a soldier's pack

signum

SEEG-num

noun · signum, signī, n.

a standard; a signal

ENGLISH sign

impedimentum

eem-peh-dee-MEN-tum

noun · impedimentum, impedimentī, n.

baggage; a hindrance

ENGLISH impediment

vigilia

wee-GEE-lee-ah

noun · vigilia, vigiliae, f.

a watch of the night

ENGLISH vigil

caliga

KAH-lee-gah

noun · caliga, caligae, f.

a soldier's boot

iter

EE-ter

noun · iter, itineris, n.

a journey

ENGLISH itinerary

contubernium

kon-tu-BER-nee-um

noun · contubernium, contubernī, n.

a squad of tent-mates

CORE IDEAS

The story. A legionary's day began before dawn with trumpets. He ate fast, packed his kit, and marched: twenty Roman miles was the standard day, each man carrying food, tools, stakes, armor and weapons, about sixty pounds, which is why the soldiers joked that they were 'Marius's mules.' But the famous part of the day came when the marching stopped. Every single night, the legion built a fortified camp from scratch: a ditch dug, the earth thrown up into a wall, wooden stakes planted on top, four gates set, and inside, streets laid out in the same square plan as yesterday's camp and tomorrow's, the commander's quarters in the same spot, every unit's tents on the same corner. A soldier shaken awake in the dark could find his post without a lantern, in a fort that had not existed at lunchtime. When the army moved on, it burned the camp and built another, night after night, for years. Rome's enemies were often braver one-to-one; nobody out-dug, out-built or out-organized the legions. Rome's army won with shovels.

The column of builders. In A.D. 113 the emperor Trajan raised a marble column in Rome, one hundred Roman feet tall, carved from bottom to top with a winding ribbon of 2,600 figures telling the story of his wars. Look closely at the carvings, as you will in the picture study, and a surprise appears: more digging than dueling. Soldiers cut timber, haul baskets of earth, raise walls, lay a bridge of boats across the Danube. The column was Rome's own picture of its army, and Rome chose to show the work. The dedication at its base is carved in the grand capital letters every stonecutter has imitated since; you met their cousins on Trajan's Column's inscription in grade 5. This lesson's words are the soldier's words: wall, field, sword, shield, number, danger, and they all live in the second declension.

How Latin works: dominus complete. The second declension is the -us family, and you know its singular from grade 5. Here is the whole chart. Singular: **dominus** (nominative), **domini** (genitive, of the master), **domino** (dative, to or for the master), **dominum** (accusative), **domino** (ablative). Plural: **domini** (nominative), **dominorum** (genitive), **dominis** (dative), **dominos** (accusative), **dominis** (ablative). The news is the same two conquests as last week, in second-declension dress: genitive plural **-orum** (dominorum, of the masters; gladiatorum, of the swords) and dative/ablative plural **-is** (dominis). And the look-alikes change costume too: here it is domini that wears two hats (genitive singular, nominative plural) and domino that wears two (dative and ablative singular). Same bridge-reading skill: let the sentence settle it.

How Latin works: the neuter rule. Now the quiet twin, bellum, war. Singular: **bellum, belli, bello, bellum, bello**. Plural: **bella, bellorum, bellis, bella, bellis**. Most of the chart simply copies dominus, but the neuter keeps one rule of its own, and it never breaks it: **nominative and accusative are always identical, and in the plural both end in -a**. Bellum is both subject-form and object-form; bella is both plurals. So this week's neuters, *scutum* (shield) and *periculum* (danger), run: scutum, scuti, scuto, scutum, scuto; scuta, scutorum, scutis, scuta, scutis. How do you tell a neuter subject from a neuter object? The same way you told puellae's hats apart: by the rest of the sentence. *Bella longa sunt*, wars are long: the plural verb proves bella is the subject.

Say it out loud, then try it. Chant both new charts onto the wall poster with the big beat: DO-mi-nus, DO-mi-ni, DO-mi-no, DO-mi-num, DO-mi-no; DO-mi-ni, do-mi-NO-rum, DO-mi-nis, DO-mi-nos, DO-mi-nis, and then bellum with its twinned forms. Load the charts with the new words: *murus* (wall), *campus* (field, plain), *gladius* (sword), *numerus* (number), and the neuters *scutum* (shield) and *periculum* (danger); greet an old friend, oppidum (town), from grade 5. Then comes the week's build: your own Roman camp, drawn on graph paper with ditch, wall, four gates and straight streets, every feature labeled in correct Latin, with one genitive doing real work: *casa domini*, the commander's quarters, the house OF the master. You are the camp's engineer; the chart is your toolbox.

PICTURE STUDY



Trajan's Column, Roman sculptors, under the architect Apollodorus of Damascus, Dedicated A.D. 113 · Carrara marble, with a spiral relief about 625 feet long · Trajan's Forum, Rome

Image: [Wikimedia Commons](#), public domain

This marble column has stood in Rome for over nineteen hundred years. Around its shaft winds a carved ribbon longer than two football fields, crowded with 2,600 figures from Trajan's wars on the Danube. Unroll it in your mind and watch what the carvers chose to show: soldiers felling trees, digging ditches, carrying baskets of earth, raising camp walls, bridging the great river, and only here and there a battle. It is the army's own portrait, and the portrait holds a shovel.

Look closely

- Follow the carved band with your eye from the bottom upward: it spirals like a scroll being unrolled, twenty-three turns to the top.
- The band grows slightly taller near the top, carved larger so it could be read from the ground, a stonecutter's trick of perspective.
- Find the door at the base. A spiral staircase climbs inside the column to the top; the column is hollow, an engineering feat itself.
- The statue on top today is Saint Peter, set there in 1587; for centuries before, it was Trajan. Empires pass; the column stands.

Talk about it

1. Why would Rome, with every battle it could boast of, fill its great victory column mostly with scenes of building and digging?

2. The column told the story to Romans who could not read. What do we use today to tell stories without words?
3. A legion built a complete fortified camp every single night, used it once, and burned it. What does that teach about how habits and drills carry people through danger?

ACTIVITY

Design a Roman camp

Tonight you are the legion's engineer. On graph paper you will lay out a full Roman camp, ditch, wall, gates and streets, and label every feature in correct Latin from your new chart. The legion arrives at sundown; have the plan ready.

You will need

- A sheet of graph paper (or plain paper ruled into squares)
- Pencil, ruler and colored pencils
- Your wall poster and Latin notebook
- 6 index cards for the new vocabulary

Steps

1. Draw the camp as a large square or playing-card rectangle filling most of the page. Draw a double line all around for the wall and label it MURUS. Outside it, a dashed line for the ditch.
2. Cut one gate in the middle of each side, four in all, and label each PORTA (a grade 5 word back on duty). Roman camps always had four.
3. Draw the two main streets crossing the camp from gate to gate, and label each VIA. Where they meet, draw the commander's quarters and label it CASA DOMINI, the house of the master: your first genitive doing real work on a map.
4. Fill the quarters of the camp with tent rows (small rectangles), and label the open drill ground CAMPUS. Mark the weapons store with GLADII ET SCUTA, swords and shields: two nominative plurals, one of them neuter.
5. Add a title across the top: CASTRA ROMANA (the Roman camp; castra is this week's sight word, a neuter plural that means one camp). In a corner, write the garrison strength with your word for number: NUMERUS, and pick one: C (100), D (500) or M (1,000) men.
6. Present the finished camp to the family: walk them through every Latin label, translating as you go, and explain why the same plan every night meant every soldier knew his street in the dark. Then make the six new flashcards (murus, campus, gladius, scutum, numerus, periculum) and run the deck.

Tips

- Real camps aligned their streets to the compass when they could; add a small N arrow for flavor.
- Letter the labels in Roman capitals like the column's inscription: straight, even, proud.
- Keep the plan tidy rather than crowded; a camp plan is a tool, and a tool wants to be clear.

Check your work

- ☐ My camp has wall, ditch, four gates, crossing streets and the commander's quarters, all labeled in correct Latin.
- ☐ My genitive label *casa domini* is spelled right and I can explain why *domini* is genitive.
- ☐ I presented the camp aloud and translated every label.
- ☐ The six new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Copy the complete charts of *dominus* and *bellum* onto your wall poster and into your notebook, dated, with -orum and the neuter plural -a in color.
2. Write the neuter rule in your own words and show it with *scutum/scuta*.
3. Write the six new words with meanings: *murus*, *campus*, *gladius*, *scutum*, *numerus*, *periculum*, and decline *gladius* and *periculum* in full.
4. Describe a legionary's day in four sentences: the trumpet, the march, the load, the camp.

From history. You can still find the legions' camps on an English map. The Old English borrowed the Latin *castra*, and it survives in place names: Lancaster, Doncaster, Gloucester, Worcester, Chester itself. Each one marks ground where a Roman camp or fort once stood: the soldiers are seventeen centuries gone, and their camp streets still name the towns.

Example 1. Give the case and number of *gladiatorum*, and translate it.

▼ **Show solution**

1. Find the ending: -orum.
2. Read it off the chart: genitive plural in the second declension.
3. Attach the stem's meaning: gladius, sword.

Answer: Genitive plural: of the swords. Numerus gladiatorum is the number of the swords.

Example 2. Translate: *Bella longa sunt*. How do you know bella is the subject and not an object?

▼ **Show solution**

1. Bella is neuter plural, which could be nominative or accusative: the neuter rule makes them identical.
2. Look at the verb: sunt, they are, needs a plural subject, and sum never takes an object.
3. Longa agrees with bella: neuter plural.

Answer: Wars are long. The verb sunt proves bella is the subject; sum links, it never acts on an object.

Example 3. Write in Latin: The servants carry shields.

▼ **Show solution**

1. Subject: the servants, plural doers: servi (nominative plural).
2. Object: shields, receiving the action: neuter plural accusative, scuta.
3. Verb: they carry: portant, agreeing with the plural subject. Latin likes the verb last.

Answer: Servi scuta portant.

PRACTICE

1. **Easy** Chant (or write) the complete second declension of dominus, singular and plural.

▼ **Show answer**

Dominus, domini, domino, dominum, domino; domini, dominorum, dominis, dominos, dominis.

2. **Easy** Give the meanings: murus, campus, gladius, scutum, numerus, periculum.

▼ **Show answer**

Wall, field (plain), sword, shield, number, danger.

3. **Easy** State the neuter rule and show it with bellum.

▼ **Show answer**

In neuter nouns the nominative and accusative are always identical, and in the plural both end in -a: bellum/bellum in the singular, bella/bella in the plural.

4. **Medium** Which case and number? murorum, scuta, domino, servis.

▼ **Show answer**

Murorum: genitive plural, of the walls. Scuta: nominative or accusative plural (neuter: the sentence decides). Domino: dative or ablative singular. Servis: dative or ablative plural.

5. **Medium** Translate: *Servi gladios et scuta portant.*

▼ **Show answer**

The servants carry swords and shields. Servi is the plural subject, gladios and scuta are both accusative objects, and scuta shows the neuter plural in -a.

6. **Medium** Write in Latin: of the dangers; to the master (dative); the number of the shields.

▼ **Show answer**

Periculorum; domino; numerus scutorum.

7. **Hard** Decline *periculum* in full, both numbers, from memory, then check against your poster.

▼ **Show answer**

Periculum, periculi, periculo, periculum, periculo; pericula, periculorum, periculis, pericula, periculis.

8. **Challenge** Translate *Pericula belli magna sunt*, and explain the job of every ending.

▼ **Show answer**

The dangers of the war are great. *Pericula*: neuter nominative plural, the subject (proved by *sunt*). *Belli*: genitive singular, of the war. *Magna*: neuter plural, dressed to match *pericula*. *Sunt*: they are, linking subject and adjective.

COMMON MISTAKES

- Giving the neuter a nominative plural in -i (*belli* as a plural). Neuter plurals end in -a: *bella*, *scuta*, *pericula*. *Belli* is the genitive singular, of the war.
- Mixing the genitive plurals: -arum belongs to the first declension (*puellarum*), -orum to the second (*dominorum*). Say the noun's nominative first and the right ending follows.
- Forgetting that *domini* wears two hats (genitive singular and nominative plural). Like *puellae*, it is settled by the sentence, usually by the verb's number.
- Translating *castra* as a plural. It is plural in form but means one camp; English does the same with 'barracks.' For now it is a sight word on your map title only.

Make it a game · Camp at Night. Lay out a Roman camp on the floor with string and household objects. Each time you chant a correct form of *dominus*, the parent places a wall tile. A wrong form removes one. Finish the camp by saying the entire second declension. Then switch with neuter nouns: the neuter rule gets its own tent, with matching nominative and accusative.

Scripture. “Let all things be done decently and in order.” (1 Corinthians 14:40, KJV)

Paul's rule for the church would have made sense to any legionary: the camp's straight streets, the same plan every night, the drill that holds when the dark comes. Order is not stiffness; it is love's way of being ready.

UNIT 2

THE FIVE JOBS AT WORK

In 55 B.C. Julius Caesar stood on the bank of the Rhine, a river so wide, deep and fast that no army had ever bridged it. Boats would have looked like fear. So his engineers drove great piles into a river twenty-five feet deep, slanted against the current, and laid a timber roadway across, and the whole work took ten days. The army marched

over, showed the eagles on the far bank, marched back, and Caesar calmly took the bridge apart behind him. The point was never the crossing; the point was whose bridge it was. This unit puts your whole noun chart to work the same way: you own all the forms, and now each case takes up its job. The genitive answers whose: *gloria domini*, the glory of the master. The dative answers to whom or for whom, and comes into its own with three new giving verbs, *dono*, *nuntio* and *monstro*: *Regina puellae rosam donat*, the queen gives the girl a rose.

Then you will unroll the most surprising map that survives from the ancient world: a Roman road map of the whole empire, drawn as one long ribbon, with roads as red lines, cities as little houses, and Rome as a crowned queen at the center. On those numbered roads a traveler could ride from Britain to Syria, and the ablative and accusative rode with him: *in via*, on the road; *ex oppido*, out of the town; *per silvas*, through the forests; *ad insulam*, to the island. You will learn the little words, the prepositions *in*, *cum*, *a/ab*, *e/ex* and *de* with the ablative, and *ad*, *in* and *per* with the accusative, and the traveler's question pair that keeps them straight: *ubi*, where at (ablative), and *quo*, where to (accusative). By the end of the unit you will narrate a six-stop journey across your own hand-drawn map, entirely in Latin phrases.

PREREQUISITES

- Can chant puella, dominus and bellum complete, both numbers, with case names (Unit 1)
- Can chant the present of amo, moneo and sum with meanings (Grade 5)
- Knows the Unit 1 vocabulary by flashcard, and keeps the wall poster in reach

MASTERY CHECKLIST

- ☐ I can tell the story of Caesar's ten-day bridge over the Rhine and why he built it.
- ☐ I can translate genitives of possession, singular and plural: gloria domini, fama puellarum.
- ☐ I can build a giving sentence with nominative, dative and accusative in their right cases: Regina puellae rosam donat.
- ☐ I can say which prepositions take the ablative (in, cum, a/ab, e/ex, de) and which take the accusative (ad, in meaning into, per).
- ☐ I can translate the pairs in via / in viam and answer ubi? with the ablative and quo? with the accusative.
- ☐ I can narrate a simple journey in Latin prepositional phrases: ex oppido, per silvam, ad insulam.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Visual Latin, taught by Dwane Thomas**: A paid video curriculum from Compass Classroom, loved by Christian homeschool families; its early lessons on cases and prepositions run on the same rails as this unit. The free sample lessons are generous.
- ***Minimus Secundus*, by Barbara Bell**: The second mouse-sized Latin reader from Cambridge, set at Vindolanda: comic-strip Latin a grade 6 student can enjoy, with roads, journeys and everyday life throughout.
- ***Latin for Beginners*, by Benjamin L. D'Ooge (1911)**: Free online. The classic grammar whose charts match ours; its early lessons on the genitive, dative and ablative make a fine parents' reference for this unit.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 Whose Bridge? Genitive and Dative

3 sessions of 30–40 minutes

2.2 On the Road: Ablative and the Little Words

3 sessions of 30–40 minutes

UNIT 2 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers, and the wall poster may stay on the wall.

1. **5 pts**

Tell the story of Caesar's bridge over the Rhine: why boats were refused, how long the building took, what the army did, and what happened to the bridge.

2. **5 pts**

Translate the genitives: *gloria domini*, *fama puellarum*, *numerus gladiatorum*, and write in Latin: a supply of water.

3. 5 pts

Translate both ways: (a) *Regina puellae rosam donat.* (b) The sailor announces the victory to the masters.

4. 5 pts

Sort the little words by the case they take, and give the meaning of each: in, cum, a/ab, e/ex, de, ad, per.

5. 5 pts

Explain the difference between *in via ambulo* and *in viam ambulo*, and between the questions *ubi?* and *quo?*

6. 5 pts

Translate into Latin: We walk out of the town through the fields to the island with friends.

ANSWER KEY

1. In 55 B.C. Caesar judged that crossing by boat would look like fear, so his engineers drove slanted piles into the deep, fast Rhine and laid a timber bridge in ten days. The army crossed, punished the raiding tribes and received surrenders, and after eighteen days marched back; Caesar took the bridge apart behind him. The bridge itself was the message: Rome could reach across the Rhine at will.
2. The glory of the master; the fame of the girls; the number of the swords. A supply of water: *copia aquae*.
3. (a) The queen gives the girl a rose (gives a rose to the girl). (b) *Nauta dominis victoriam nuntiat*: *dominis* is dative plural, the receivers.
4. Ablative: in (in, on), cum (with), a/ab (away from), e/ex (out of), de (down from, about). Accusative: ad (to, toward), in (into), per (through).
5. *In via ambulo*: I walk on the road, already on it (ablative, place where). *In viam ambulo*: I walk into the road, entering it (accusative, motion toward). *Ubi* asks where at and is answered with the ablative; *quo* asks where to and is answered with the accusative.
6. *Ex oppido per campos ad insulam cum amicis ambulamus*. (Ex, cum: ablative; per, ad: accusative; *ambulamus* agrees with we.)

UNIT CHALLENGE: THE NARRATED MAP QUEST

Polish the map quest into a family performance. The map gets its final colors: the red road, the six labeled stops in Roman capitals, the little Peutinger houses, and a title (ITER MAGNUM, the great journey, is a fine one; iter, journey, is a sight word on loan). The student then performs the full narration from memory or from note cards: six legs of the journey in Latin, each phrase said first in Latin, then in English, with the finger tracing the red road, plus at least one cum phrase and one in-with-the-ablative phrase along the way. The family plays its part: at two surprise moments they stop the traveler and ask Ubi es? or Quo ambulas?, and the student answers in Latin with the right case on the spot. A clean run earns the map a place on the wall beside the chart poster: the quarter's second monument, the noun map and now the road map.

LOOK FOR	WHAT IT MEANS
Correct cases throughout	Every prepositional phrase on the map and in the narration pairs the right case with its little word: ablative with in/cum/ab/ex/de, accusative with ad/in(to)/per.
The performance	The student narrated all six legs aloud, Latin then English, tracing the route, with clear classical pronunciation.
The question pair	The student answered the surprise ubi? and quo? questions with correctly cased Latin on the spot.
Craftsmanship	The map is finished, labeled in Roman capitals, with the red road and Peutinger-style symbols, and carries a Latin title.

UNIT 2 • THE FIVE JOBS AT WORK • LESSON 2.1 OF 10 • 3 SESSIONS OF 30–40 MINUTES

2.1 WHOSE BRIDGE? GENITIVE AND DATIVE

OBJECTIVES

- Tell the story of Caesar's bridge over the Rhine: ten days up, army across and back, taken apart behind him.
- Use the genitive, singular and plural, to say whose: gloria domini, fama puellarum.
- Use the dative as the indirect object with giving verbs: Regina puellae rosam donat.
- Learn three new giving verbs and a gift: dono, nuntio, monstro, rosa.
- Translate three-noun sentences both ways, naming the job of every case.

Warm-up. Chant the stack: puella, dominus, bellum, then amo and sum. Now hand somebody something, anything, a pencil will do, and freeze mid-handoff. Look at the little scene: a giver, a gift, a receiver. Three nouns, three different jobs, and Latin has a case for each. Today the genitive and the dative, the two quiet rows of your chart, go to work.

WATCH

The Genitive of Possession

[latintutorial](#) · 4:18

<https://www.youtube.com/watch?v=nJRk7DmpANM>

WHEN TO WATCH

After the first How Latin works paragraph. Watch for the of-phrase and the apostrophe-s both hiding inside one Latin ending, and listen for the genitive sitting next to the noun it owns.

Note: The narrator uses macrons (long marks) on some vowels; they mark vowel length, not spelling.

BACKUP VIDEO

An Introduction to the Dative Case

[latintutorial](#) · 11:52

<https://www.youtube.com/watch?v=y-5y6AlzNUY>

After the second How Latin works paragraph, for a fuller tour of the dative. It is the longest video in this course and made for somewhat older students: watch as far as the indirect object examples and stop when it goes past what you need.

KEY TERMS

genitive of possession

The case that answers whose: gloria domini, the glory of the master; fama puellarum, the fame of the girls. English says of or uses apostrophe-s; Latin changes the ending.

dative of the indirect object

The case of the receiver, to whom or for whom something is given, shown, told or announced: Regina puellae rosam donat.

indirect object

The person a gift or message goes to. In 'The queen gives the girl a rose,' the rose is the direct object and the girl is the indirect object.

giving verb

A verb that takes a dative alongside its accusative: dono (I give), nuntio (I announce), monstro (I show), and your old friend narro (I tell).

pons Caesaris

'The bridge of Caesar,' with pons (bridge) as a sight word on loan. One genitive said everything the bridge was built to say: whose.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

dōnō

DOH-noh

verb · 1st conjugation · dōnō, dōnāre

I give, I present

ENGLISH donate

nūntiō

NOON-tee-oh

verb · 1st conjugation · nūntiō, nūntiāre

I announce

ENGLISH announce

mōnstrō

MOHNST-roh

verb · 1st conjugation · mōnstrō, mōnstrāre

I show

ENGLISH demonstrate

Rhēnus

RHAY-nus

noun · Rhēnus, Rhēnī, m.

the Rhine

Germānus

ger-MAH-nus

noun · Germānus, Germānī, m.

a German

ENGLISH German

ratis

RAH-tees

noun · ratis, ratis, f.

a raft

auxilium

ow-KSEE-lee-um

noun · auxilium, auxiliī, n.

help

ENGLISH auxiliary

trāns

TRAHNS

preposition · takes the accusative

across

ENGLISH trans-

agger

AHG-ger

noun · agger, aggeris, m.

a mound, a causeway

inter

EEN-ter

preposition · takes the accusative

between, among

ENGLISH inter-

propter

PROP-ter

preposition · takes the accusative

on account of

CORE IDEAS

The story. In 55 B.C. Caesar was fighting in Gaul, and German raiders kept crossing the Rhine to strike his allies, then slipping home over the great river where no army could follow. Caesar decided Rome would follow. Boats were offered: too timid, he said, and not worthy of Rome's dignity. Instead his engineers did what no one had done: they bridged the Rhine itself. From rafts, they drove pairs of great timber piles into the riverbed with pile-drivers, slanting each pair against the current so the river's own push locked them tighter; they spanned the pairs with beams, decked them with timber and brush, and even planted a fence of piles upstream to catch floating logs the enemy might send down. A river twenty-five feet deep, running fast, and the whole bridge stood in **ten days**. The army marched across, burned the raiders' villages, received the surrender of frightened tribes, and after eighteen days marched back, and Caesar took the bridge apart behind him. He never meant to keep it. The bridge was a sentence written in timber, and every tribe on the river could read it: this is the bridge OF Caesar, *pons Caesaris*, and the Rhine protects you from Rome no longer.

How Latin works: the genitive says whose. English answers whose two ways: the glory of the master, or the master's glory. Latin answers with one tool, the genitive ending, and you already chant it: -ae and -arum in the first declension, -i and -orum in the second. *Gloria domini*, the glory of the master. *Fama puellarum*, the fame of the girls. *Arma amicorum*, the weapons of the friends. *Copia aquae*, a supply of water. The genitive usually stands right next to the noun it owns, before or after, and the pair travels together like a soldier and his shield. When you meet a genitive, draw the little arrow in your mind: belongs to.

How Latin works: the dative receives. Now the handoff. In 'The queen gives the girl a rose,' three nouns do three jobs: the queen gives (subject, nominative), the rose is given (direct object, accusative), and the girl receives (indirect object, **dative**). Latin: *Regina puellae rosam donat*. Regina, nominative; puellae, dative singular, to the girl; rosam, accusative; donat, she gives. Your new verbs all love this pattern: *dono*, I give; *nuntio*, I announce; *monstro*, I show; and *narro*, I tell, from grade 5, joins them. *Nauta reginae victoriam nuntiat*, the sailor announces the victory to the queen. *Agricola amico equum monstrat*, the farmer shows his friend the horse. Notice English can hide the indirect object by dropping 'to': 'shows his friend the horse' and 'shows the horse to his friend' are the same sentence. Latin never hides it: the dative ending is always in plain sight.

Say it out loud. Chant the case jobs as a catechism, call and answer: Nominative? The doer. Genitive? The owner, whose. Dative? The receiver, to or for. Accusative? The done-to. Ablative? The how-where-when case, waiting for next lesson. Then chant this lesson's model sentence until it swings: REgina puELLae ROsam DOnat, the queen, to the girl, a rose, gives. Now swap parts out loud: Regina puellis rosas donat, the queen gives the girls roses; Dominus servo gladium donat, the master gives the servant a sword. Feel how the endings, not the order, carry the handoff.

Try it. This week's activity is the giving game: three piles of cards, givers, gifts and receivers, dealt and built into Latin sentences on the tabletop, each one translated aloud. Then comes the switcheroo: the receiver card jumps into the giver's seat and every ending has to change its dress. It is the best game in the course for feeling what cases do, and the whole family can lose at it happily.

PICTURE STUDY



Caesar's Bridge over the Rhine, A reconstruction drawing after Caesar's own description, 19th century · Engraving (reconstruction of the timber bridge of 55 B.C.) · After Julius Caesar, *Gallic War*, Book 4
Image: [Wikimedia Commons](#), public domain

No stone of Caesar's bridge survives, and none has to: Caesar described the engineering so exactly in his *Gallic War* that builders ever since have been able to draw it, and this engraving does. Look at it the way an engineer would. Every slanted pile, every cross-beam, every brace is doing a job Caesar explains in his own Latin, and the whole structure is designed to borrow the river's strength instead of fighting it.

Look closely

- Find the pairs of piles leaning toward each other. They slant against the current, so the river's push locks the joints tighter instead of loosening them.
- Find the pile-driver on its raft: a weight hoisted and dropped, hoisted and dropped. Ten days of that rhythm built the bridge.
- Follow the roadway's deck: beams, then planking, then brush and earth on top, a road a legion could march over in step.
- Look upstream for the separate fence of piles, the bridge's bodyguard, set to catch logs floated down to smash it.

Talk about it

1. Caesar refused boats because a bridge said something boats could not. What did the bridge say, and to whom?

2. He used it for eighteen days and tore it down. Was the work wasted? What had it already done?
3. The engineers slanted the piles so the river itself held them firm. Where else have you seen strength come from working with a force instead of against it?

ACTIVITY

The giving game

Three piles of cards, three case jobs: today you deal out givers, gifts and receivers and build Latin sentences on the tabletop, then play the switcheroo, where the cards trade seats and every ending must change its dress. The endings do the work; the game makes your hands believe it.

You will need

- About 12 index cards and a pencil
- Your wall poster and Latin notebook
- 4 more cards for the new vocabulary (dono, nuntio, monstro, rosa)

Steps

1. Make the GIVER pile (nominative, write them in plain form): regina, dominus, nauta, agricola. Make the GIFT pile (write these accusative): rosam, gladium, equum, pecuniam. Make the RECEIVER pile (write these dative): puellae, servo, amico, filiae.
2. Make a verb line: on one long card write the four giving verbs with meanings: donat, nuntiat, monstrat, narrat (he/she gives, announces, shows, tells). For nuntiat and narrat, use message-gifts: swap in fabulam (a story) or victoriam as the gift card.
3. Deal one card from each pile, choose a fitting verb, lay the sentence out giver-receiver-gift-verb, and read it aloud: Dominus amico equum monstrat. Translate it. Build and translate eight sentences this way.
4. Switcheroo: take your last sentence and make the receiver the giver. Every card must be rewritten in its new case: puellae (to the girl) becomes puella (the girl, subject), and the old giver takes the dative. Say the new sentence: Puella reginae rosam donat, the girl gives the queen a rose.
5. Go plural twice: rewrite one sentence with a plural receiver (puellis, to the girls) and one with a plural giver (nautae... donant, and the verb changes too!).
6. Make the four new flashcards (dono, nuntio, monstro, rosa) and run the whole deck.

Tips

- Say the case job as you lay each card: doer... receiver... gift... verb. The chant keeps the piles honest.
- If a sentence comes out silly (the farmer announces a horse to the queen), keep it: silly sentences with right endings teach more than sensible ones with wrong endings.
- Watch the verb when the giver goes plural: nautae donant, never nautae donat.

Check your work

- ☐ I built and translated eight giving sentences with the cases in their right jobs.
- ☐ I played the switcheroo and rewrote every ending correctly.
- ☐ I built one sentence with a plural receiver and one with a plural giver, verb agreeing.
- ☐ The four new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Write the case-job catechism, dated: nominative the doer, genitive the owner, dative the receiver, accusative the done-to, ablative the how-where-when case (coming next lesson).
2. Copy and translate the model sentence Regina puellae rosam donat, labeling each word's case and job.
3. Write the new words with meanings: dono, nuntio, monstro, rosa, and conjugate dono through the present tense.
4. Write three genitive pairs of your own (like gloria domini, fama nautarum) and translate them.

From history. Two years later, in 53 B.C., Caesar bridged the Rhine a second time, a little upstream of the first, and tore that bridge down too. His enemies must have understood: a thing done twice is not luck but power held in reserve. Caesar's own account of the first bridge, with every beam and brace explained, still stands in Book 4 of his Gallic War, and engineering students still redraw the bridge from his Latin.

WORKED EXAMPLES

Example 1. Translate: *Nauta reginae victoriam nuntiat.*

▼ **Show solution**

1. Nauta: nominative, the doer: the sailor.
2. Reginae: could be genitive or dative; the verb nuntiat (announces) is a giving verb, so expect a receiver: to the queen.
3. Victoriam: accusative, the thing announced. Nuntiat: he announces.

Answer: The sailor announces the victory to the queen. With a giving verb, the -ae next to an accusative is almost always the dative receiver.

Example 2. Write in Latin: The farmer shows his friend the horse.

▼ **Show solution**

1. The farmer does it: agricola, nominative.
2. The friend receives: amico, dative singular.
3. The horse is shown: equum, accusative. The verb: monstrat.

Answer: Agricola amico equum monstrat.

Example 3. Translate the pair: *gloria domini* and *gloria dominorum*.

▼ **Show solution**

1. Gloria: nominative, glory.
2. Domini: genitive singular, of the master.
3. Dominorum: genitive plural, of the masters.

Answer: The glory of the master; the glory of the masters. One letter of ending, a whole crowd of difference.

PRACTICE

1. **Easy** Give the meanings: dono, nuntio, monstro, rosa.

▼ **Show answer**

I give, I announce, I show, rose.

2. Easy Translate: *fama puellarum; copia aquae; arma amicorum.*

▼ Show answer

The fame of the girls; a supply of water; the weapons of the friends.

3. Easy In 'The master gives the servant a sword,' which noun is the subject, which the direct object, and which the indirect object? Which Latin case does each take?

▼ Show answer

The master is the subject (nominative), the sword is the direct object (accusative), the servant is the indirect object (dative).

4. Medium Translate into Latin: The master gives the servant a sword.

▼ Show answer

Dominus servo gladium donat.

5. Medium Translate into English: *Poeta puellis fabulam narrat.*

▼ Show answer

The poet tells the girls a story (tells a story to the girls). Puellis is dative plural, the receivers.

6. Medium Write in Latin: the glory of the victories; to the friends (dative); the master's horse.

▼ Show answer

Gloria victoriarum; amicis; equus domini (the horse of the master).

7. Hard Translate, naming every case's job: *Dominus servis pericula belli nuntiat.*

▼ Show answer

The master announces the dangers of the war to the servants. Dominus nominative (doer), servis dative plural (receivers), pericula accusative neuter plural (the thing announced), belli genitive singular (whose dangers: the war's).

8. **Challenge** The sentence *Filia reginae rosas donat* can be read two ways, because reginae wears two hats. Give both translations and say what extra evidence would settle it.

▼ **Show answer**

Either 'The daughter gives roses to the queen' (reginae as dative receiver) or 'The queen's daughter gives roses' (reginae as genitive owner of filia). Context settles it: if someone else receives the roses (another dative in the sentence), reginae must be genitive; word order and the story around the sentence do the rest. Latin readers weigh evidence, and that is the skill.

COMMON MISTAKES

- Putting the receiver in the accusative, English-style: Regina puellam rosam donat is wrong. The receiver takes the dative: puellae.
- Forgetting that giving verbs still keep their direct object. Dono takes both: the gift accusative, the receiver dative.
- Reading every -ae as 'of the.' Puellae can be genitive, dative or nominative plural; look for a giving verb (expect a dative) or a neighboring noun (expect a genitive) before you choose.
- Translating the genitive pair backwards: gloria domini is the glory of the master, not the master of the glory. The genitive is the owner, the other noun is the thing owned.

Make it a game · Giving Game. Collect small household objects and play the giving game. The parent says a Latin sentence, like 'Puella agricolae rosam dat', and you hand the right object to the right person, naming the genitive and dative as you go. Then switch and you give the parent the sentence. Score a point for each exchange done correctly.

Scripture. “Every man according as he purposeth in his heart, so let him give; not grudgingly, or of necessity: for God loveth a cheerful giver.” (2 Corinthians 9:7, KJV)

The dative is the grammar of giving: every gift in this lesson travels to a receiver. Scripture looks past the grammar to the heart of the giver, and the Latin of this verse ends with a phrase worth keeping: hilarem datorem diligit Deus, God loves a cheerful giver.

2.2 ON THE ROAD: ABLATIVE AND THE LITTLE WORDS

OBJECTIVES

- Tell the story of the Roman roads and the Peutinger map, the ribbon map of the whole empire.
- Use the ablative with the prepositions in, cum, a/ab, e/ex and de: in via, cum amicis, ex oppido.
- Use the accusative with ad, in (meaning into) and per: ad oppidum, in silvam, per campos.
- Tell apart the question pair ubi (where at, ablative) and quo (where to, accusative).
- Learn insula and the preposition list as this week's vocabulary, and narrate a short journey in Latin phrases.

Warm-up. Chant the stack, then the case-job catechism from last lesson. Now stand in a doorway. Say where you are: in the doorway. Now step through it and say where you went: into the room. English used two different little words; Latin uses one little word, in, and lets the CASE change: in with the ablative for where you are, in with the accusative for where you're headed. Today you take the Roman roads, and the little words come along.

WATCH

Rule 59: Relations of Place with the Ablative and Accusative

latintutorial · 6:12

<https://www.youtube.com/watch?v=eLAXlScE50M>

WHEN TO WATCH

After the How Latin works paragraphs. Watch for the place-where ablative and the place-to-which accusative, the exact pair this lesson drills, and chant the example phrases with the narrator.

Note: The video quotes a numbered rule from an old grammar book; you do not need the number, just the pair of cases.

BACKUP VIDEO

Uses of the Ablative Case

bambasbat · 7:13

https://www.youtube.com/watch?v=_KYA9Z2rZtg

For Session 2 or 3, a friendly chalk-talk tour of the ablative's jobs. Made for students a bit older; listen for the uses you know (place where, accompaniment with cum) and let the rest wash past as a preview.

KEY TERMS

preposition

A little word that sets a noun in place, time or company: in, with, from, to, through. In Latin every preposition demands a case, ablative or accusative, from the noun that follows it.

accusative of place to which

The accusative with ad or in answers quo, where to: ad oppidum, to the town; in silvam, into the forest.

ablative of place where

The ablative with in answers ubi, where at: in via, on the road; in silva, in the forest.

ubi and quo

The traveler's question pair: ubi, where at (answered with the ablative), and quo, where to (answered with the accusative).

cursus publicus

Rome's road post: relays of horses and inns along the numbered roads, by which letters and officials moved across the empire.

the Peutinger map

A medieval copy of a Roman road map of the whole empire, drawn as one ribbon twenty-two feet long: roads as lines, cities as little houses, Rome as a crowned queen.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

in

EEN

preposition · ablative for 'where,' accusative for 'where to'

in, on; into

cum

KUM

preposition · takes the ablative

with

ā, ab

AH AHB

preposition · takes the ablative

from, by

ē, ex

AY EKS

preposition · takes the ablative

out of

dē

DAY

preposition · takes the ablative

down from; about

ad

AHD

preposition · takes the accusative

to, toward

ENGLISH ad-

per

PER

preposition · takes the accusative

through

ENGLISH per-

ubi

U-bee

adverb

where

quō

KWOH

adverb

to where

cursus

KUR-sus

noun · cursus, cursūs, m.

a running; a course

ENGLISH course

milliārium

meel-lee-AH-ree-um

noun · milliārium, milliārī, n.

a milestone

ENGLISH mile

CORE IDEAS

The story. Rome's empire ran on roads the way ours runs on wires. The first great one, the Appian Way, was begun in 312 B.C., and by the empire's height some fifty thousand

miles of paved road tied Britain to Syria: surveyed straight, layered deep with stone, cambered to shed rain, marked every Roman mile by a stone pillar. Along them ran the *cursus publicus*, the official post, with relay stations for fresh horses and inns a day's travel apart; a government messenger could cover fifty miles a day, and soldiers marched their standard twenty. And the whole web was mapped. One copy of a Roman road map survives, recopied by a monk around 1200, and it is a wonder: the *Tabula Peutingeriana*, a parchment ribbon twenty-two feet long and only a foot tall, with the whole known world squeezed into it sideways. Roads run as red lines with the miles written on, cities are drawn as little houses, great cities get walls and towers, and Rome herself sits at the center as a crowned queen on a throne, holding a globe, with every road running toward her. The map is not shaped like the land; it is shaped like a journey, which is what a traveler actually needs: what is my next stop, and how far?

How Latin works: the little words take the ablative. A preposition is a little word that sets a noun in place or company, and in Latin every preposition commands the noun after it to wear a particular case. Five take the **ablative**, and your chart already holds every form you need. *In* with the ablative is place where: *in via*, on the road; *in silva*, in the forest. *Cum* is with, for company: *cum amicis*, with friends. *A/ab* is away from: *ab insula*, away from the island (use *ab* before a vowel, *a* before a consonant: *a muro*). *E/ex* is out of: *ex oppido*, out of the town (*ex* before a vowel, *e* or *ex* before a consonant). *De* is down from or about: *de muro*, down from the wall. Memorize the five as a chant: *in, cum, a-ab, e-ex, de*, the ablative five.

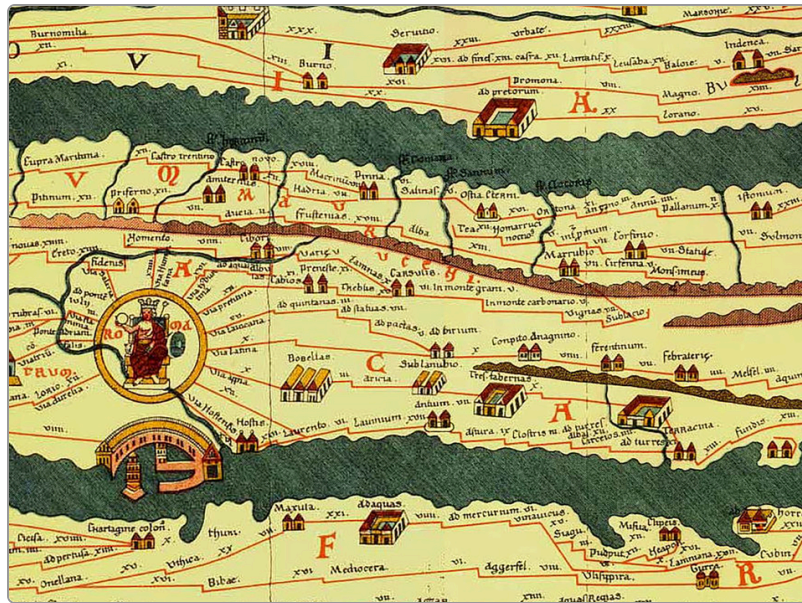
How Latin works: three take the accusative. Motion toward belongs to the accusative, the case that receives. *Ad* is to or toward: *ad oppidum*, to the town; *ad ripam*, to the riverbank. *Per* is through: *per silvas*, through the forests; *per campos*, through the fields. And *in* does double duty: with the accusative it means into. Here is the pair to say five times: *in via ambulo*, I walk on the road (I am already on it, ablative); *in viam ambulo*, I walk into the road (I am entering it, accusative). One letter of ending turns position into motion. The traveler's questions keep the pair straight: **ubi?** where at? gets an ablative answer, *in oppido*; **quo?** where to? gets an accusative answer, *ad oppidum* or *in oppidum*.

Say it out loud. Chant the two lists until they snap: ablative five, *IN, CUM, A-AB, E-EX, DE*; accusative three, *AD, IN-into, PER*. Then chant the journey line this lesson is built for, a real itinerary in miniature: *ex oppido... per silvam... ad insulam*, out of the town, through the forest, to the island. Add company and a road: *cum amicis in via*, with

friends on the road. Now answer the question pair out loud: Ubi es? *In oppido sum*. Where are you? I am in the town. Quo ambulas? *Ad ripam ambulo*. Where are you walking to? I am walking to the riverbank. New noun for the week: *insula*, island, first declension, ready for every case; the prepositions themselves are the rest of this week's flashcards, one card each.

Try it. This week you draw a map quest: a six-stop journey across a land of your own invention, town, forest, river, island, field, wall, and you narrate the whole trip aloud in Latin phrases while a family member follows your route with a finger. Every arrow on your map is a case decision: are we somewhere (ablative) or headed somewhere (accusative)? At the end of the unit, the polished performance becomes your unit challenge.

PICTURE STUDY



The Tabula Peutingeriana (section with Rome's region), After a Roman original; this printing from Konrad Miller's 1887 edition, Original map Roman; surviving copy about A.D. 1200 · Ink and color on parchment (the surviving copy); the whole map is a ribbon about 22 feet long · The medieval copy is kept at the Austrian National Library, Vienna

Image: Konrad Miller, via [Wikimedia Commons](#), CC BY-SA 3.0

This is a slice of the only Roman road map that survives, in the region around Rome itself. Do not look for the shape of Italy; you will not find it. The mapmaker squeezed the whole world into a ribbon a foot tall, because his reader was not flying over the land but traveling along a line: next stop, distance, inn or city. Roads run in red with mile numbers beside them; towns are little twin-towered houses; the greater a city, the grander its picture.

Look closely

- Follow one red road with your finger and read how it moves stop by stop, with distances written along the way, like a modern transit diagram.
- Find the little house symbols: each marks a town or way-station. Find a grander walled symbol and guess why that city earned towers.
- Look for rivers and mountain ridges drawn long and thin, stretched sideways by the ribbon shape.
- Somewhere on the full map Rome sits as a crowned figure on a throne holding globe and spear, with twelve roads running to her like spokes: the picture behind the saying that all roads lead to Rome.

Talk about it

1. This map is 'wrong' about shapes and right about journeys. What does your favorite map app show you that is more like this ribbon than like a globe?
2. Why would a traveler rather know the next stop and its distance than the true shape of the coastline?
3. A monk around 1200 spent months recopying a pagan empire's road map. Why might the church have valued and preserved such a thing?

ACTIVITY

The map quest

Today you make a traveler's map in the Roman spirit, a journey of six stops, and then you narrate the trip aloud in Latin phrases while the family follows your road with a finger. Every leg of the trip forces the choice this lesson teaches: somewhere, ablative; headed somewhere, accusative.

You will need

- A sheet of paper or graph paper, pencil and colored pencils
- A red pencil or marker for the roads, in honor of the Peutinger map
- Your wall poster and Latin notebook
- 8 index cards for the new vocabulary (insula and the seven little words)

Steps

1. Draw your land as a sideways ribbon, Peutinger-style: wide, not tall. Place six features along it and label them in Latin: OPPIDUM (town), SILVA (forest), RIPA (riverbank), INSULA (island, just offshore), CAMPUS (field) and MURUS (a great wall at the far end).
2. Draw the road in red from stop to stop, with little house symbols at the town and a bridge or boat to the island.
3. Plan the journey in your notebook as six Latin phrases, one per leg, for example: ex oppido (out of the town), per silvam (through the forest), ad ripam (to the riverbank), ad insulam (to the island), per campos (through the fields), ad murum (to the wall). Check every ending against the two lists.
4. Add one company phrase (cum amicis, with friends) and one position phrase (in via, on the road) wherever they fit your story.
5. Narrate the quest aloud: trace the road with your finger, saying each phrase in Latin and then in English, while a family member follows. Then swap: call the phrases and let the family member move a coin along the map.
6. Finish with the question game: the family asks Ubi es? at any stop (answer with in + ablative: in silva sum) and Quo ambulas? on any leg (answer with ad or in + accusative: ad insulam ambulo). Make the eight new flashcards: insula, in, cum, a/ab, e/ex, de, ad, per.

Tips

- Say each phrase before you write it; the ear catches a wrong ending (ad oppido) faster than the eye.
- In meaning 'into' only appears when you cross a boundary: into the forest, into the town. Walking to the wall is ad murum.
- Decorate like the old map: twin-towered houses, a wavy river, mile numbers along the red line.

Check your work

- ☐ My map has six labeled stops and a red road connecting them.
- ☐ My six phrases use the right cases, checked against the ablative-five and accusative-three lists.
- ☐ I narrated the quest aloud in Latin and English, and the family followed it.
- ☐ I answered ubi? with the ablative and quo? with the accusative without mixing them, and my eight new cards are in the deck.

LATIN NOTEBOOK

1. Write the two preposition lists, dated and in color: the ablative five (in, cum, a/ab, e/ex, de) and the accusative three (ad, in meaning into, per), each with one example phrase.
2. Copy the doorway pair and translate both: in via ambulo / in viam ambulo.
3. Write your six journey phrases from the map quest with their English.
4. Copy and translate: Ubi es? In oppido sum. Quo ambulas? Ad insulam ambulo.

From history. Every Roman mile was a thousand double paces, mille passus, and that phrase is where the English word mile comes from. Augustus set up a gilded column in the Forum, the milliarium aureum, the golden milestone, from which distances across the empire were reckoned, which is the fact behind the old saying that all roads lead to Rome.

WORKED EXAMPLES

Example 1. Translate: *Agricolae per campos ad silvam ambulant.*

▼ **Show solution**

1. Agricolae: nominative plural, the farmers (the verb ambulant agrees: they walk).
 2. Per campos: per takes the accusative: through the fields.
 3. Ad silvam: ad takes the accusative: to the forest.
-

Answer: The farmers walk through the fields to the forest.

Example 2. Write in Latin: The queen walks with friends on the road.

▼ **Show solution**

1. The queen walks: regina ambulat.
 2. With friends: cum takes the ablative: cum amicis.
 3. On the road: place where, in with the ablative: in via.
-

Answer: Regina cum amicis in via ambulat.

Example 3. Choose the right form and explain: *Servus in oppido / in oppidum ambulat*, for 'The servant walks into the town.'

▼ **Show solution**

1. Into the town crosses a boundary: motion toward.
 2. Motion toward takes in with the accusative.
 3. Oppidum is neuter, accusative oppidum.
-

Answer: Servus in oppidum ambulat. In oppido would mean he is walking around inside the town already.

PRACTICE

1. **Easy** Which case do these prepositions take? in (meaning in/on), cum, ad, per, ex.

▼ **Show answer**

In (in/on): ablative. Cum: ablative. Ad: accusative. Per: accusative. Ex: ablative.

2. **Easy** Translate the phrases: ex oppido, cum amico, ad ripam, per undas, de muro.

▼ **Show answer**

Out of the town, with a friend, to the riverbank, through the waves, down from the wall.

3. **Easy** What is the difference between *in silva* and *in silvam*?

▼ **Show answer**

In silva (ablative) means in the forest, place where; in silvam (accusative) means into the forest, motion toward.

4. **Medium** Translate into Latin: The horses are in the field. The girls sing on the island.

▼ **Show answer**

Equi in campo sunt. Puellae in insula cantant.

5. **Medium** Translate into English: *Servus de muro spectat; nautae ab insula ad oppidum ambulant.*

▼ **Show answer**

The servant watches from (down from) the wall; the sailors walk away from the island to the town.

6. **Medium** Answer in Latin: Ubi es? (you are in the town) Quo ambulas? (you are walking to the island)

▼ **Show answer**

In oppido sum. Ad insulam ambulo (or in insulam ambulo, onto the island).

7. **Hard** Translate into Latin: We walk out of the town, through the forest, to the riverbank with friends.

▼ **Show answer**

Ex oppido per silvam ad ripam cum amicis ambulamus. Ex and cum take the ablative; per and ad take the accusative.

8. **Challenge** Each phrase below has a wrong case. Fix it and explain: (a) ad oppido, (b) cum amicos, (c) in viam sum.

▼ **Show answer**

(a) Ad oppidum: ad takes the accusative. (b) Cum amicis: cum takes the ablative. (c) In via sum: being somewhere is place where, so in takes the ablative; in viam would mean motion into the road, which does not fit sum.

COMMON MISTAKES

- Letting ad take the ablative (ad oppido). Ad always takes the accusative: ad oppidum. Chant the lists until the pairings are reflexes.
- Using in + accusative for being somewhere. In oppidum sum is wrong: sum goes nowhere, so it wants place where, in oppido sum.
- Forgetting cum takes the ablative: cum amicis, never cum amicos.
- Answering ubi with motion or quo with position. Ubi, where at, ablative; quo, where to, accusative. The question chooses the case for you.

Make it a game · Map Quest Quiz. Draw a quick road map of your neighborhood with an inn, a town and a river. The parent gives Latin directions using in, cum, a/ab, e/ex and de, like 'e oppido in viam'. You move a token on the map and name the case that follows each preposition. Play a round, then you give directions to the parent.

Scripture. “In all thy ways acknowledge him, and he shall direct thy paths.” (Proverbs 3:6, KJV)

A Roman trusted the map and the milestones; the proverb speaks of the Maker of every way. The traveler's questions, where am I and where am I going, are good ones to ask on your knees as well as on the road.

UNIT 3

DRESSING NOUNS, STRETCHING SUM

In 458 B.C. a Roman army was trapped in a mountain pass, and the senate, desperate, voted to hand one man total power for six months. The messengers crossed the Tiber and found him plowing his three acres. Cincinnatus wiped his hands, put on his toga, took command, won the war in sixteen days, and then did the thing that made him immortal: he gave the power back and walked home to his plow. Rome called him the

pattern of the good man, *vir bonus*, and twenty-two centuries later Americans called George Washington the American *Cincinnatus* for twice doing the same. This unit teaches Latin's way of calling a man good: the adjective, which does not just sit next to its noun as in English but dresses to match it in gender, number and case. *Bonus*, *bona*, *bonum*, one adjective with a wardrobe for every noun it serves, including the famous trap this unit springs and disarms: *agricola*, farmer, looks feminine and is masculine, so Rome's good farmer is *agricola bonus*.

Then the verb to be, which you have chanted in the present since grade 5, stretches across time. A Roman clock was a shadow on a stone: twelve hours of daylight whatever the season, long summer hours and short winter ones, read off a sundial on the forum. Time ran through every Roman life as it runs through yours, and the being-verb bends with it: *eram*, I was; *sum*, I am; *ero*, I will be. With the time adverbs *heri*, *hodie* and *cras*, yesterday, today and tomorrow, you will write the course's first autobiography in three times: who you were, who you are, who you hope to be, with every adjective dressed to match. The unit walks toward a verse that holds all three tenses still: Jesus Christ the same yesterday, and to day, and for ever.

PREREQUISITES

- Can chant puella, dominus and bellum complete, both numbers (Unit 1)
- Can use the genitive, dative and the prepositions with their cases (Unit 2)
- Can chant the present of sum with meanings (Grade 5), and knows the adjectives bona, magna, parva, longa, clara in their feminine forms

MASTERY CHECKLIST

- ☐ I can tell the story of Cincinnatus: the plow, the dictatorship, the sixteen days, and the walk home.
- ☐ I can decline bonus, bona, bonum and dress a noun of any gender, number and case: regina bona, dominorum bonorum, bellum longum.
- ☐ I can explain why it is agricola bonus and nauta clarus, masculine nouns in first-declension clothes.
- ☐ I can chant the imperfect of sum: eram, eras, erat, eramus, eratis, erant, with meanings.
- ☐ I can chant the future of sum: ero, eris, erit, erimus, eritis, erunt, with meanings.
- ☐ I can write and say three-time sentences about myself with agreeing adjectives: Parvus eram (or Parva eram), discipulus sum, magister ero.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- ***Famous Men of Rome*, by John H. Haaren and A. B. Poland:** Free online (Project Gutenberg and the Baldwin Project both carry it). Read the Cincinnatus chapter this unit: a short, noble telling of the dictator who went home.
- **Visual Latin, taught by Dwane Thomas:** A paid video curriculum from Compass Classroom; its lessons on adjective agreement and the being verb cover this unit's exact ground with good humor. The free samples are generous.
- **Latin for Beginners, by Benjamin L. D'Ooge (1911):** Free online. The classic grammar's adjective chapters match this unit's charts; a fine parents' reference when the student asks why agricola takes bonus.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

3.1 Cincinnatus: The Good Man

3 sessions of 30–40 minutes

3.2 I Was, I Will Be: Sum Across Time

3 sessions of 30–40 minutes

UNIT 3 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers, and the wall poster may stay on the wall.

1. **5 pts**

Tell the story of Cincinnatus: where the messengers found him, what office he took, how long he kept it, and what he did when the war was won. Why was Washington called the American Cincinnatus?

2. **5 pts**

State the agreement rule, then dress 'good' onto each noun in the nominative: regina, agricola, bellum, gladii (plural).

3. 5 pts

Fix the disagreements and translate: *nauta clara; oppidum antiquus; pericula magnae*.

4. 5 pts

Write the imperfect and the future of *sum*, with meanings.

5. 5 pts

Translate both ways: (a) *Heri in silva eramus; cras in oppido erimus*. (b) Rome was small; Rome will be great.

6. 5 pts

Write two correct sentences about yourself, one with *eram* and one with *ero*, each with an adjective agreeing with your own gender, and translate them.

ANSWER KEY

1. In 458 B.C. the senate's messengers found Cincinnatus plowing his small farm; he was named dictator, with total power for up to six months, to rescue a trapped Roman army. He won the war in sixteen days, laid the dictatorship down at once, and walked home to his plow. Washington likewise gave up command after victory and later left the presidency after two terms, laying power down when he could have kept it.
2. An adjective agrees with its noun in gender, number and case, not in ending-shape. *Regina bona*, *agricola bonus* (masculine despite the -a), *bellum bonum*, *gladii boni*.
3. *Nauta clarus*, the famous sailor (*nauta* is masculine); *oppidum antiquum*, the ancient town (neuter); *pericula magna*, great dangers (neuter plural takes -a).
4. Imperfect: *eram* I was, *eras* you were, *erat* he/she/it was, *eramus* we were, *eratis* you all were, *erant* they were. Future: *ero* I will be, *eris* you will be, *erit* he/she/it will be, *erimus* we will be, *eritis* you all will be, *erunt* they will be.
5. (a) Yesterday we were in the forest; tomorrow we will be in the town. (b) *Roma parva erat*; *Roma magna erit*.
6. For example, a boy: *Parvus eram*, I was small; *magister bonus ero*, I will be a good teacher. A girl: *Parva eram*; *magistra bona ero*. Any pair is right when the tense, the time sense and the adjective's gender all agree with the speaker.

UNIT CHALLENGE: THE THREE-TIME AUTOBIOGRAPHY, ILLUSTRATED

Turn the six-sentence autobiography into a finished keepsake. Divide a sheet of good paper into three panels, PAST, PRESENT, FUTURE, writing each panel's heading in Latin instead: HERI, HODIE, CRAS. Copy the two sentences of each time into their panel in your best lettering, English below the Latin, and illustrate each panel: the small child you were, the student you are, the maker you hope to be. Check the grammar like a stonecutter: every tense pointing the same way as its heading, every adjective dressed for your own gender, every noun around sum in the nominative. Then present it: read all six sentences aloud to the family, past to future, and close by reading Hebrews 13:8 over the whole page, the verse about the One who does not change. Keep the autobiography in the course folder; it joins the camp map and the chart poster at Legion Day.

LOOK FOR	WHAT IT MEANS
Correct tenses	Two eram-sentences, two sum-sentences and two ero-sentences, each matching its panel's time and any time adverbs used.
Agreement	Every adjective agrees with the student's own gender and number, and both sides of sum stay in the nominative.
Craftsmanship	Three labeled panels (HERI, HODIE, CRAS), neat lettering with English under each Latin sentence, and an illustration for each time.
Presentation	The student read the autobiography aloud with classical pronunciation and closed with Hebrews 13:8.

UNIT 3 • DRESSING NOUNS, STRETCHING SUM • LESSON 3.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

3.1 CINCINNATUS: THE GOOD MAN

OBJECTIVES

- Tell the story of Cincinnatus, and why Washington was called the American Cincinnatus.
- Decline the adjective bonus, bona, bonum and match it to nouns in gender, number and case.
- Dress masculine first-declension nouns correctly: agricola bonus, nauta clarus.
- Upgrade the five grade 5 adjectives to full three-gender form (bonus, magnus, parvus, longus, clarus) and learn two new ones: novus, antiquus.

- Translate adjective-noun pairs and sentences both ways.

Warm-up. Chant the stack: puella, dominus, bellum, then sum. Notice something about your three charts: bonus, the adjective, is about to use ALL of them at once. Now play dress-up in English: say 'good' about a queen, a sword, a war. English wears the same word every time: good queen, good sword, good war. Latin tailors the word to fit: regina bona, gladius bonus, bellum bonum. Today you meet the best-dressed word in Latin, and the farmer who earned it.

WATCH

First and Second Declension Adjectives

[latintutorial](#) · 7:33

<https://www.youtube.com/watch?v=TBA46LamsWY>

WHEN TO WATCH

After the How Latin works paragraphs. Watch for the full bonus-bona-bonum chart, and listen for the rule this lesson drills: the adjective copies its noun's gender, number and case, not necessarily its ending.

Note: The narrator writes macrons over some vowels; they mark vowel length, not spelling. He also shows -er adjectives like pulcher (beautiful); enjoy the preview, but this course only drills the bonus pattern.

BACKUP VIDEO

Cincinnatus & Rome : Who is Cincinnatus? | Famous Men of Virtue | ROME

[Memoria Press](#) · 8:36

<https://www.youtube.com/watch?v=EcZQv-TfiFA>

After the story paragraph, for a classical Christian publisher's telling of the whole Cincinnatus story. Good family viewing for Session 1.

KEY TERMS

adjective agreement

The rule that an adjective matches its noun in gender, number and case: regina bona, gladius bonus, bellum bonum.

bonus, bona, bonum

The dictionary way of listing an adjective: its masculine, feminine and neuter nominatives. The three forms are one word with three wardrobes.

vir bonus

'The good man,' Rome's phrase for a man of complete character; vir (man) is a sight word on loan from a later declension.

gender

Every Latin noun is masculine, feminine or neuter. Gender belongs to the word, not just the thing: agricola (farmer) is masculine though it declines like puella.

dictator

In the early republic, an emergency commander given total power for six months at most. Cincinnatus held the office sixteen days and gave it back.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

novus

NO-wus

adjective · novus, nova, novum

new

ENGLISH novel

antīquus

ahn-TEE-kwus

adjective · antīquus, antīqua, antīquum

old, ancient

ENGLISH antique

dictātor

deek-TAH-tor

noun · dictātor, dictātōris, m.

an emergency commander

ENGLISH dictator

Cincinnātus

keen-keen-NAH-tus

noun · Cincinnātus, Cincinnātī, m.

Cincinnatus, who laid the office down

arātrum

ah-RAH-trum

noun · arātrum, arātrī, n.

a plow

ager

AH-ger

noun · ager, agrī, m.

a field

ENGLISH agriculture

modestus

mo-DES-tus

adjective · modestus, modesta, modestum

modest, keeping the right measure

ENGLISH modest

gravis

GRAH-wees

adjective · gravis, grave

heavy; serious

ENGLISH grave

pulcher

PULK-her

adjective · pulcher, pulchra, pulchrum

beautiful

fortis

FOR-tees

adjective · fortis, forte

brave

ENGLISH fortitude

humilis

HU-mee-lees

adjective · humilis, humile

lowly, humble

ENGLISH humble

CORE IDEAS

The story. In 458 B.C. the news reached Rome that a consul's army was trapped by the Aequi in a mountain pass and starving. The senate did the thing Roman law kept for the edge of disaster: it named a dictator, one man with total command, for six months at the most. The messengers carried the commission across the Tiber to a three-acre farm, and found the man they wanted, Lucius Quinctius Cincinnatus, stripped for work behind his plow. He called for his toga, heard the senate's message, and took command. He raised an army, marched by night, boxed in the Aequi, and freed the trapped legions; the war was over in sixteen days. And then came the part Rome never forgot: with months of absolute power still legally his, Cincinnatus laid the dictatorship down, said goodbye, and walked back to his plow. Twenty-two centuries later, when George Washington resigned his command after victory and later walked away from the presidency after two terms, the world called him the American Cincinnatus, and the officers of his army named their society the Society of the Cincinnati. In the Virginia State Capitol, Houdon's marble Washington stands with his sword hung up and a plow waiting behind him, the old Roman's story told again in stone.

How Latin works: the adjective agrees. Latin's word for calling someone good must dress for the occasion. An adjective **agrees** with its noun in three things: **gender**

(masculine, feminine, neuter), **number** (singular, plural) and **case** (all five). Bonus declines like dominus for its masculine forms, like puella for its feminine forms, and like bellum for its neuter forms, so you already own every ending it will ever wear. *Regina bona*, the good queen; *gladius bonus*, the good sword; *bellum bonum*, the good war... and the agreement holds down every row of the chart: *gloria reginae bonae*, the glory of the good queen; *dominorum bonorum*, of the good masters; *bella longa*, long wars. Your five grade 5 adjectives come back today with their full wardrobes, *bonus*, *magnus*, *parvus*, *longus*, *clarus*, and two new ones join: *novus*, new, and *antiquus*, ancient. (Some adjectives, like pulcher, beautiful, start with -er instead of -us; you will drill those in a later grade. Wave as they go by.)

The famous trap, sprung and disarmed. Here is the question that has caught students for two thousand years: the farmer, *agricola*, declines like *puella*, so is the good farmer *agricola bona*? No. Agreement is in gender, number and case, **not in ending-shape**, and *agricola* is a masculine noun: Roman farmers were men, and the word keeps their gender though it borrowed first-declension clothes. So Rome's ideal is *agricola bonus*, the good farmer, and the famous sailor is *nauta clarus*, and the new poet is *poeta novus*. The pairs look mismatched and are perfectly agreed: masculine + masculine, singular + singular, nominative + nominative. When you can explain *agricola bonus* to someone else, you understand agreement itself: the adjective copies the noun's grammar, not its costume.

Say it out loud. Chant *bonus* across its three nominatives, BO-nus, BO-na, BO-num, then dress nouns aloud, mixing genders on purpose: *regina bona*, *dominus bonus*, *bellum bonum*; *via longa*, *murus longus*, *bellum longum*; *fama clara*, *nauta clarus*, *oppidum clarum*; *gladius novus*, *rosa nova*, *periculum novum*; *oppidum antiquum*, *via antiqua*, *murus antiquus*. Feel the rule in your mouth: the adjective listens to its noun and answers in kind. Then chant the trap until it cannot catch you: *agricola BONUS*, *nauta CLARUS*, *poeta NOVUS*.

Try it. This week's game is adjective dominoes: noun cards and adjective cards dealt out, and a chain built across the table where every adjective laid must agree with the noun it touches, in gender, number and case. A wrong dress loses the turn. The deck includes the traps, *agricola*, *nauta*, *poeta*, and by the end of the evening nobody at your table will fall for them again.

PICTURE STUDY



George Washington (the Cincinnatus statue), Jean-Antoine Houdon, 1788–1792 · Carrara marble, carved from life studies taken at Mount Vernon · Rotunda of the Virginia State Capitol, Richmond

Photo via [Wikimedia Commons](#), CC BY 3.0

When Virginia wanted a statue of Washington, the French sculptor Houdon sailed to America and spent two weeks at Mount Vernon measuring, sketching and casting the general's face from life, so this marble shows what Washington actually looked like. But look at what he wears and what he touches: civilian clothes, not a uniform; the sword taken off and hung up; and behind his feet, a plow. Every American who knew the classics read the statue at a glance: here is our Cincinnatus, the commander who gave the power back.

Look closely

- Find the sword. It hangs on the bundle of rods beside him, set aside, within reach but out of hand. The war is over.
- Find the plow behind his feet, the farmer's tool waiting; Washington called himself a farmer first all his life.
- The bundle of thirteen rods bound together is a fasces, an old Roman emblem of lawful authority, one rod for each of the thirteen states: strength in union, under law.
- He wears his own buttons and boots, not a Roman costume. Houdon and Washington chose truth over toga; the Roman idea is in the plow and the hung-up sword, not in fancy dress.

Talk about it

1. What does it say about a leader that the sculptor shows him the moment after giving up power rather than the moment of winning it?
2. Cincinnatus held total power sixteen days; Washington walked away twice. Why is laying power down harder, and rarer, than taking it up?
3. If a sculptor carved you with two objects, one for your duty and one for your home, what would the two objects be?

ACTIVITY

Adjective dominoes

Nouns on half the cards, adjectives on the other half, and one law at the table: an adjective may only be laid against a noun it agrees with, gender, number and case. A wrong dress loses the turn. Tonight agreement stops being a rule you recite and becomes a move you make.

You will need

- About 24 index cards cut in half (48 half-cards), and a pencil
- Your wall poster for checking disputes
- 2 more cards for the new vocabulary (novus, antiquus)

Steps

1. Make 16 noun dominoes, writing one form on each: regina, agricola, nauta, dominus, servus, gladius, murus, bellum, scutum, oppidum, puellae (nom. pl.), domini (nom. pl.), bella, viae, equi, pericula.
2. Make 16 adjective dominoes, a mix of forms: bonus, bona, bonum, boni (nom. pl.), bonae (nom. pl.), magna, magnus, magnum, parva, parvus, parvum, longa, longus, longum, novus, antiquum. Add clari, clarae, nova, antiqua on the spares if you have cards left.
3. Deal five dominoes each; the rest are the draw pile. The first player lays any noun. Players take turns laying an adjective against an open noun (or a noun against an open adjective) so the touching pair agrees in gender, number and case; say the pair aloud with its translation as you lay it: nauta clarus, the famous sailor.
4. Challenge rule: any player may cry FALSUM! on a pair they think disagrees. Check it against the wall poster. If the challenge is right, the layer takes the cards back and loses the turn; if wrong, the challenger draws a card.
5. A player with no legal move draws one card. First player out of dominoes wins and is crowned ARBITER (the judge).
6. After the game, write your three favorite pairs in your notebook with translations, make the two new flashcards (novus, antiquus), upgrade your five grade 5 adjective cards by adding the masculine and neuter forms to each (bonus, bona, bonum on one card), and run the deck.

Tips

- The traps (agricola, nauta) want masculine adjectives: agricola bonus. Whoever forgets feeds the challenge rule.
- Neuter plurals in -a (bella, pericula) look feminine singular; check the noun before you dress it. Bella magna, not bella magna.
- Saying each pair aloud with its translation is not decoration; it is the learning. A silent domino teaches nothing.

Check your work

- ☐ I can lay a correct adjective against any noun in the set and translate the pair.
- ☐ I caught, or survived, at least one FALSUM challenge using the wall poster as judge.
- ☐ I explained to my family why it is agricola bonus and not agricola bona.
- ☐ My five adjective cards are upgraded to three genders, the two new cards are in the deck, and I ran the deck.

LATIN NOTEBOOK

1. Write the agreement rule in your own words, dated: an adjective matches its noun in gender, number and case, not in ending-shape.
2. Make a three-column chart of bonus, bona, bonum in the nominative and accusative, singular and plural, with one example noun beside each column.
3. Write and translate five dressed pairs of your own, at least one with agricola, nauta or poeta, and one neuter plural.
4. Retell Cincinnatus in four sentences: the plow, the call, the sixteen days, the walk home, and add one sentence on why Washington earned the same name.

From history. The Society of the Cincinnati, founded in 1783 by the officers of the Continental Army with Washington as its first president, still exists, and a frontier town on the Ohio River was named for the society in 1790: Cincinnati. Every time you read that city's name, you are reading the dative-shaped plural of a Roman farmer's name, carried to America by men who had just watched their general go home to his farm.

WORKED EXAMPLES

Example 1. Dress the noun: the good farmer (nominative).

▼ **Show solution**

1. Agricola is first declension in shape but masculine in gender.
2. Agreement copies gender, number and case, not ending-shape.
3. Masculine nominative singular of bonus: bonus.

Answer: Agricola bonus. The endings differ; the agreement is perfect.

Example 2. Translate: *Oppidum antiquum muros longos habet.*

▼ **Show solution**

1. Oppidum antiquum: neuter nominative pair, the ancient town, the subject (habet is singular).
2. Muros longos: masculine accusative plural pair, long walls, the object.
3. Habet: it has.

Answer: The ancient town has long walls.

Example 3. Write in Latin: of the good masters.

▼ **Show solution**

1. Of the masters: genitive plural, dominorum.
2. Dress bonus to match: masculine genitive plural, bonorum.

Answer: Dominorum bonorum.

PRACTICE

1. **Easy** Give the three nominative singular forms of good, great and new, masculine, feminine, neuter.

▼ **Show answer**

Bonus, bona, bonum; magnus, magna, magnum; novus, nova, novum.

2. **Easy** Dress each noun with 'good' in the nominative: regina, gladius, bellum.

▼ **Show answer**

Regina bona, gladius bonus, bellum bonum.

3. **Easy** Translate: *nauta clarus; via longa; oppidum antiquum*.

▼ **Show answer**

The famous sailor; the long road; the ancient town.

4. **Medium** Fix the disagreement and explain: *agricola bona; oppidum magnus; bella longae*.

▼ **Show answer**

Agricola bonus (agricola is masculine despite its -a); oppidum magnum (oppidum is neuter); bella longa (bella is neuter plural, and neuter plurals take -a).

5. **Medium** Translate into Latin: The new swords are long. The queen praises the good girls.

▼ **Show answer**

Gladii novi longi sunt. Regina puellas bonas laudat.

6. **Medium** Translate into English: *Servi domini clari in campo laborant*.

▼ **Show answer**

The servants of the famous master work in the field. Domini clari is a genitive pair; in campo is place where.

7. **Hard** Write in Latin, dressing every noun: The dangers of the long war are great.

▼ **Show answer**

Pericula belli longi magna sunt. Pericula: neuter nominative plural; belli longi: genitive singular pair; magna: neuter plural to match pericula.

8. **Challenge** Explain to a younger student why *agricola bonus* is correct though the endings do not match, and why *bella magnae* is wrong though -ae 'sounds plural.' What is agreement really copying?

▼ **Show answer**

Agreement copies the noun's gender, number and case, not its letters. Agricola is masculine (farmers were men; the word keeps the gender in first-declension clothes), so it takes the masculine bonus: both are masculine nominative singular. Bella is neuter plural, and neuter plurals end in -a in both nominative and accusative, so it must be bella magna; -ae is the feminine plural, the wrong gender entirely.

COMMON MISTAKES

- Matching endings instead of grammar: agricola bona. Agreement copies gender, number and case; agricola is masculine, so agricola bonus.
- Dressing neuters in feminine clothes because the plural -a looks like a feminine singular: bella magna is right, bella magnae is wrong.
- Forgetting agreement holds in every case, not just the nominative: the glory of the good queen is gloria reginae bonae, both genitive.
- Assuming the adjective must stand after the noun. Latin allows bonus agricola as well as agricola bonus; the agreement, not the position, makes the pair.

Make it a game • Adjective Dominoes. Make dominoes of paper. On one side put a noun like puella or dominus, and on the other an adjective form of bonus, bona, bonum. Match each noun to the adjective with the same gender, number and case. Say the pair out loud with its meaning. First to place all dominoes correctly wins. Then play against the clock.

Scripture. “He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?” (Micah 6:8, KJV)

Rome admired the vir bonus and told stories of Cincinnatus to teach what good means. Scripture answers the question directly, and the answer ends in humility, the virtue the plow kept alive in a man who had held total power.

UNIT 3 • DRESSING NOUNS, STRETCHING SUM • LESSON 3.2 OF 10 • 3 SESSIONS OF 30-40 MINUTES

3.2 I WAS, I WILL BE: SUM ACROSS TIME

OBJECTIVES

- Describe how Romans told time: twelve daylight hours that stretched and shrank, sundials and water-clocks.
- Chant the imperfect of sum: eram, eras, erat, eramus, eratis, erant, with meanings.
- Chant the future of sum: ero, eris, erit, erimus, eritis, erunt, with meanings.
- Learn the time adverbs heri, hodie, cras, semper, numquam, and use them with the right tense.
- Write three-time sentences about yourself with adjectives agreeing in gender: Parvus eram / Parva eram.

Warm-up. Chant the stack, ending with sum in the present. Now interview a parent with three questions: What were you, before I was born? What are you now? What will you be in ten years? Listen to English bend its being-verb: was, am, will be. Every language bends it, because time runs through every life. Today Latin's sum learns to bend: eram, sum, ero. By the end of the lesson you can say all three about yourself.

WATCH

Irregular Verbs: sum, esse

[latintutorial](#) · 6:58

<https://www.youtube.com/watch?v=6fP-jHYayk0>

WHEN TO WATCH

After the How Latin works paragraphs. You watched this video in grade 5 for the present row only; today the eram and ero rows come due. Chant both new rows along with the narrator.

Note: The video also shows forms beyond this course (the perfect system); stop when the narrator moves past the future, or enjoy the preview and let it go.

BACKUP VIDEO

Rule 2: Noun-Adjective Agreement

[latintutorial](#) · 3:26

https://www.youtube.com/watch?v=_kDsDfod5xo

A three-minute refresher on last lesson's agreement rule, worth watching before you write the autobiography: your eram and ero sentences need adjectives dressed to match you.

KEY TERMS

imperfect of sum

The was-row: eram, eras, erat, eramus, eratis, erant: I was, you were, he/she/it was, we were, you all were, they were.

future of sum

The will-be-row: ero, eris, erit, erimus, eritis, erunt: I will be, you will be, he/she/it will be, we will be, you all will be, they will be.

tense

The verb's time-setting: past, present or future. One stem, three settings: eram, sum, ero.

time adverbs

Little words that stamp a sentence with its time: heri (yesterday), hodie (today), cras (tomorrow), semper (always), numquam (never).

sundial

A Roman clock: a shadow moving across carved hour-lines. Rome divided daylight into twelve hours whatever the season, so summer hours ran long and winter hours short.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

herī

HEH-ree

adverb

yesterday

crās

KRAHS

adverb

tomorrow

numquam

NUM-kwahm

adverb

never

merīdiēs

meh-REE-dee-ays

noun · merīdiēs, merīdiēī, m.

midday

ENGLISH meridian

vesper

WES-per

noun · vesper, vesperī, m.

evening

hōrologium

hoh-ro-LO-gee-um

noun · hōrologium, hōrologiī, n.

a clock

ENGLISH horologe

nūper

NOO-per

adverb

recently

mox

MOKS

adverb

soon

iam

YAHM

adverb

now, already

tum

TUM

adverb

then

ōlim

OH-leem

adverb

once, formerly

The story. Ask a Roman the time and he looked at a shadow. The Romans divided every day's sunlight into twelve hours, dawn to dusk, no matter the season, so an hour was a stretchy thing: in midsummer a daylight hour ran long, in midwinter short, and only at the equinoxes did it match ours. Sundials stood in the forum and in gardens, their hour-lines fanned across stone; the first one in Rome was war booty, carried home from Sicily in 263 B.C., and for a century it told Rome slightly wrong time because its lines had been cut for Sicily's latitude, and nobody much minded. For cloudy days and for the night there were water-clocks, bowls that dripped at a known rate, used to time speeches in court; a long-winded lawyer was literally granted more water. Against those moving shadows a Roman watched his own life move: the boy was a puer, is now a discipulus, will one day be a civis, a citizen (three sight words you may wave at). Time runs through every life, and grammar knows it. The being-verb you chanted in grade 5 holds still in the present, sum; today it bends backward, eram, and forward, ero.

How Latin works: eram, the was-row. The imperfect of sum: **eram**, I was; **eras**, you were; **erat**, he, she or it was; **eramus**, we were; **eratis**, you all were; **erant**, they were. Look at the tails: -m, -s, -t, -mus, -tis, -nt, your old person endings, riding on the stem era-. You met erat in grade 5 without the chart, reading In principio erat Verbum, in the beginning WAS the Word; now you own its whole row. *Discipulus eram*, I was a student. *Roma parva erat*, Rome was small, and it truly was: a few huts on a hill before it was an empire. *Viae longae erant*, the roads were long.

How Latin works: ero, the will-be-row. The future of sum: **ero**, I will be; **eris**, you will be; **erit**, he, she or it will be; **erimus**, we will be; **eritis**, you all will be; **erunt**, they will be. Same person-tails on the stem eri-/ero-/erunt. *Magister ero*, I will be a teacher. *Roma magna erit*, Rome will be great. *Agricolae clari erunt*, the farmers will be famous. And remember the agreement you mastered last lesson: the adjective still dresses for its noun across every tense. A boy writes *Parvus eram*, I was small; a girl writes *Parva eram*. Sum changes its time; the adjective still copies its subject.

Say it out loud. Chant the two new rows until they swing like the present does: Eram, eras, erat, eramus, eratis, erant; ero, eris, erit, erimus, eritis, erunt, each form with its English. Then stamp sentences with this week's five time adverbs: *heri*, yesterday; *hodie*, today; *cras*, tomorrow; *semper*, always; *numquam*, never. Say the three-time line of this lesson, hands marking past behind you, present at your side, future ahead: *Heri in silva eram. Hodie in oppido sum. Cras in insula ero*. Yesterday I was in the forest;

today I am in the town; tomorrow I will be on the island. The adverb and the tense must point the same direction: heri goes with eram, hodie with sum, cras with ero. And semper reaches across all three, which is why this lesson has been walking all week toward one verse: Jesus Christ the same yesterday, and to day, and for ever.

Try it. This week you write the three-time autobiography: six Latin sentences about yourself, two in the past with eram, two in the present with sum, two in the future with ero, each stamped with a time adverb where it fits, and every adjective dressed for your own gender. Parvus eram, or Parva eram. Discipulus sum, or discipula sum. What you will be, you choose: agricola bonus? magistra clara? The autobiography becomes the unit challenge, illustrated and read aloud, a small Latin portrait of a life in God's keeping.

PICTURE STUDY



Roman Sundial on Lion Feet, A Roman stone-cutter, Roman imperial period · Carved marble · Museo Pio-Clementino, Vatican Museums, Rome

Image: [Wikimedia Commons](#), CC0 (photo by Fabrizio Garrisi)

This marble block told Romans what hour it was. The bowl-shaped hollow is scored with lines fanning out like a seashell; a metal pointer, now lost, once stood over it, and its shadow swept across the lines as the sun crossed the sky. The carver set the whole instrument on lion's feet, because a Roman believed a useful thing should also be a handsome one. No gears, no ticking: the clock is the turning of the heavens themselves, read off a stone.

Look closely

- Find the fanned hour-lines in the hollow. Each wedge between lines is one Roman hour, a twelfth of that day's sunlight.
- Look for where the pointer (the gnomon) once stood; its shadow was the only moving part.
- Look at the lion's feet. Why carve feet for a clock? Romans dressed even their instruments with life.
- Notice the sundial works only when the sun shines, and only standing exactly where it was cut to stand: a clock married to its sky.

Talk about it

1. A Roman hour stretched in summer and shrank in winter. How would your days feel different if clocks worked that way now?

2. This sundial has no motor and no spring, yet it kept time for centuries. What does it actually measure?
3. The shadow moves whether anyone watches or not. What does Scripture say we should ask God to teach us about our days? (Psalm 90:12 is the classic answer.)

ACTIVITY

The three-time autobiography

Six sentences, one life, three tenses: today you write yourself into Latin. Two sentences about who you were, two about who you are, two about who you hope to be, every adjective dressed for you, every tense pointed the right way by its time adverb.

You will need

- Your Latin notebook and a pencil
- Your wall poster and flashcard deck
- 5 index cards for the new vocabulary (heri, hodie, cras, semper, numquam)
- A sheet of good paper for the final copy (the unit challenge will illustrate it)

Steps

1. Draft the past: two sentences with eram or erant-row forms. Models: Parvus eram (a boy writes -us; a girl writes Parva eram). Heri discipulus parvus eram. In casa parva eram.
2. Draft the present: two sentences with sum-row forms. Models: Hodie discipulus sum (or discipula sum). Discipulus bonus sum; semper laboro.
3. Draft the future: two sentences with ero-row forms. Models: Cras magister ero (or magistra ero). Agricola bonus ero; nauta clarus ero. Choose what you genuinely hope for; the sentence is a small plan, and plans belong under God (you will meet James 4:15 in Unit 4).
4. Check every sentence three ways: tense matches its time adverb (heri-eram, hodie-sum, cras-ero); every adjective agrees with you in gender and number; every noun wears the nominative, because sum links rather than acts.
5. Copy the six sentences onto the good paper, numbered, with an English line under each. Read the whole autobiography aloud to the family, past to future.
6. Make the five new adverb flashcards and run the deck.

Tips

- Boys dress their adjectives in -us, girls in -a: Parvus eram / Parva eram. A student teaching a sibling should switch forms for the sibling's gender; that switch is the proof of mastery.
- Keep both sides of sum in the nominative: Discipulus sum, never Discipulum sum. The linking verb is an equals sign.
- Numquam makes a strong sentence: Numquam nauta ero, I will never be a sailor, if the sea is not for you.

Check your work

- ☐ My six sentences use eram-forms, sum-forms and ero-forms, two each.
- ☐ Every adjective agrees with me in gender and number, and every time adverb points the same way as its tense.
- ☐ I read the autobiography aloud, Latin then English.
- ☐ The five new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Write the full imperfect and future of sum in two columns, dated, with English beside every form.
2. Write the five time adverbs with meanings, and the matching rule: heri with eram, hodie with sum, cras with ero.
3. Copy and translate the three-time line: Heri in silva eram. Hodie in oppido sum. Cras in insula ero.
4. Copy Hebrews 13:8 and write under it the three English time words it holds in one hand.

From history. The lawyer's water-clock gave Latin a phrase that still runs: to 'lose water' (aquam perdere) was to waste one's allotted speaking time, and a pleader could ask the court for more water, aquam dare, when a case needed a longer argument. Our courtroom phrase 'your time has run out' remembers a bowl in Rome, dripping. From this week, add the two new rows of sum to your daily chant stack: present, imperfect, future, eighteen little forms in three breaths.

Example 1. Translate: *Roma parva erat; hodie Roma antiqua est.*

▼ **Show solution**

1. Roma parva erat: erat is the was-row, third singular: Rome was small.
2. Hodie: today, pointing at the present.
3. Roma antiqua est: est is present: Rome is ancient.

Answer: Rome was small; today Rome is ancient. The tenses carry the history: the hut-village became the old city.

Example 2. Write in Latin (a girl is speaking): Yesterday I was small; tomorrow I will be a teacher.

▼ **Show solution**

1. Yesterday I was small: heri + imperfect first singular: eram; the speaker is a girl, so the adjective is parva.
2. Tomorrow I will be a teacher: cras + future first singular: ero; a woman teacher is magistra.
3. Nominatives throughout: sum links.

Answer: Heri parva eram; cras magistra ero.

Example 3. Choose the right form of sum and explain: *Cras nautae in insula ____* (*erant / erunt*).

▼ **Show solution**

1. Cras means tomorrow: the sentence points at the future.
2. The subject nautae is plural: third person plural.
3. Future third plural of sum: erunt.

Answer: Erunt: Cras nautae in insula erunt, tomorrow the sailors will be on the island. Erant would say they were there, quarreling with cras.

PRACTICE

1. Easy Chant (or write) the imperfect of sum with meanings.

▼ Show answer

Eram I was, eras you were, erat he/she/it was, eramus we were, eratis you all were, erant they were.

2. Easy Chant (or write) the future of sum with meanings.

▼ Show answer

Ero I will be, eris you will be, erit he/she/it will be, erimus we will be, eritis you all will be, erunt they will be.

3. Easy Give the meanings: heri, hodie, cras, semper, numquam.

▼ Show answer

Yesterday, today, tomorrow, always, never.

4. Medium Translate: *Heri in campo eramus; cras in oppido erimus.*

▼ Show answer

Yesterday we were in the field; tomorrow we will be in the town.

5. Medium Translate into Latin: The roads were long. The dangers will be great.

▼ Show answer

Viae longae erant. Pericula magna erunt.

6. Medium A boy and a girl each say 'I was small' in Latin. Write both, and explain the difference.

▼ Show answer

The boy: Parvus eram. The girl: Parva eram. The verb is identical; the adjective dresses for the speaker's gender.

7. Hard Fix the time-quarrel in each and translate: (a) *Cras discipulus eram.* (b) *Heri magister ero.*

▼ Show answer

(a) Cras points forward, so: Cras discipulus ero, tomorrow I will be a student (or keep eram and change the adverb: Heri discipulus eram). (b) Heri points backward, so: Heri magister eram, yesterday I was a teacher (or Cras magister ero). Adverb and tense must point the same way.

8. **Challenge** Translate *Deus semper bonus est*, and explain why *semper* lets one present-tense *est* speak about the past and future too, using Hebrews 13:8.

▼ **Show answer**

God is always good. *Semper*, always, stretches the statement across all time: what is always true was true yesterday and will be true tomorrow. Hebrews 13:8 says the same of Jesus Christ, 'the same yesterday, and to day, and for ever': *eram*, *sum* and *ero* bend for creatures who change; God's goodness needs only *est*.

COMMON MISTAKES

- Mixing the rows: *era-* forms are past (*eram*, I was), *er-* future forms will be (*ero*, I will be). *Erat* is was; *erit* is will be; one vowel apart, a day apart.
- Pairing *cras* with a past form or *heri* with a future. The adverb and the tense must point the same direction.
- Slipping an accusative after *sum*: *Magistrum ero*. *Sum* links two nominatives: *Magister ero*.
- Forgetting the adjective still agrees in the past and future: *Parva eram* for a girl, *parvus eram* for a boy; the tense changes, the agreement does not.

Make it a game · Time Travel Tales. Tell a three-sentence story about your day, once in the past with *eram*, once in the present with *sum* and once in the future with *ero*. The parent claps for each correct form. Then switch to the Roman day: twelve hours, long in summer and short in winter. Name the hour of each sentence in Latin if you can.

Scripture. “Jesus Christ the same yesterday, and to day, and for ever.” (Hebrews 13:8, KJV)

The whole lesson walks to this verse: *heri*, *hodie*, *semper*. You now own the grammar of change, *eram*, *sum*, *ero*, and the gospel's comfort is that the One who holds you does not change at all.

UNIT 4

VERBS ACROSS TIME

In the autumn of 218 B.C., Hannibal of Carthage did the thing Rome had ruled impossible: he took an army of about forty thousand men and thirty-seven elephants over the Alps, in the first snows, to strike Italy from the north. Fifteen days of ice-

glazed paths, ambushes from the heights, landslides and hunger, and then the survivors came down into the Po valley and Rome's long nightmare began. For a story like that, English reaches for a special past: not 'the elephants walked' but 'the elephants WERE WALKING,' on and on, day after day. Latin built that camera into a single tense, the imperfect, and its signature is the syllable -ba-: ambulabant, they were walking; timebant, they were fearing; superabant, they were overcoming. In this unit the two new rows of sum you chanted in Unit 3 spread to every verb you own.

Then the course turns from the past to the future, and from a general to a calendar. By 46 B.C. Rome's year had drifted three months out of step with the seasons, because the priests in charge had juggled it badly; harvest festivals were landing in spring. Julius Caesar, advised by the astronomer Sosigenes, rebuilt the year at 365 days and a quarter, one leap day every fourth year, and paid the price up front with a single 445-day 'year of confusion' to put the sun back where it belonged. We still live inside his calendar, lightly tuned in 1582. The future tense is the calendar's tense, and its signature is -bo, -bis, -bit: laborabo, I will work; cenabimus, we will dine; aedificabunt, they will build. You will chant it, fill a seven-day Latin planner with it, and end the unit where all sound planning ends: If the Lord will, we shall live, and do this, or that.

PREREQUISITES

- Can chant all three noun charts and dress them with agreeing adjectives (Units 1 and 3)
- Can chant sum in present, imperfect and future with meanings (Unit 3)
- Can chant the present of amo and moneo, and knows the verb vocabulary of grades 5 and 6 by flashcard

MASTERY CHECKLIST

- ☐ I can tell the story of Hannibal's crossing of the Alps: the year, the route, the cost, and why he did it.
- ☐ I can chant the imperfect of amo and of moneo, all six forms with meanings.
- ☐ I can chant the future of amo and of moneo, all six forms with meanings.
- ☐ I can explain when Latin uses the imperfect: for was-doing, kept-doing, used-to-do.
- ☐ I can tell the story of Caesar's calendar: the drift, Sosigenes, the leap day, the year of confusion.
- ☐ I can translate sentences in all three tenses both ways, matching heri, hodie and cras to the right tense.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- ***Famous Men of Rome*, by John H. Haaren and A. B. Poland:** Free online (Project Gutenberg and the Baldwin Project both carry it). Read the Hannibal chapters this unit: the oath, the elephants, the crossing, told nobly and simply.
- **Latin Launchpad:** Free. Our companion practice site; its verb games drill the exact -bam and -bo rows this unit teaches, and its grade 5–6 packs cover most of this course's word list. A good Session 2 finisher.
- **Visual Latin, taught by Dwane Thomas:** A paid video curriculum from Compass Classroom; its tense lessons are cheerful and clear, and the free samples give a taste of how another teacher walks the same ground.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

4.1 Hannibal Was Crossing: The Imperfect

3 sessions of 30–40 minutes

4.2 The Calendar of Caesar: The Future

3 sessions of 30–40 minutes

UNIT 4 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers, and the wall poster may stay on the wall.

1. **5 pts**

Tell the story of Hannibal's crossing: the year, what he brought over the Alps, what the crossing cost, and why he went that way.

2. **5 pts**

Write the imperfect of *amo* with meanings.

3. **5 pts**

Write the future of *moneo* with meanings.

4. **5 pts**

Translate, choosing a good face of the imperfect: *Copiae properabant; viri timebant; Hannibal pericula superabat.*

5. **5 pts**

Translate both ways: (a) *Cras servi murum aedificabunt.* (b) Yesterday I was working; tomorrow I will work.

6. **5 pts**

Tell the story of Caesar's calendar: why it had drifted, who advised the fix, what the new rule was, and what the year 46 B.C. was called.

ANSWER KEY

1. In 218 B.C. Hannibal led about forty thousand men and thirty-seven elephants from Spain over the Alps in the autumn snows, to strike Italy from the north where Rome expected no attack. The crossing took about fifteen days through ice, ambushes and landslides and cost him near half his army, but the elephants survived, and Hannibal came down into Italy to wage fifteen years of war there.
2. Amabam I was loving, amabas you were loving, amabat he/she was loving, amabamus we were loving, amabatis you all were loving, amabant they were loving.
3. Monebo I will warn, monebis you will warn, monebit he/she will warn, monebimus we will warn, monebitis you all will warn, monebunt they will warn.
4. The forces were hurrying (kept hurrying); the men were afraid (kept fearing); Hannibal was overcoming the dangers, one after another. The imperfect shows the long, ongoing effort.
5. (a) Tomorrow the servants will build the wall. (b) Heri laborabam; cras laborabo.
6. The priests who managed the old 355-day calendar added or skipped the catch-up month for politics and lost track in the civil wars, so the calendar drifted about three months from the seasons. Caesar, advised by the astronomer Sosigenes, set the year at 365 days with a leap day every fourth year, and stretched 46 B.C. to about 445 days, the 'year of confusion,' to reset the drift. We still use his calendar, lightly adjusted in 1582.

UNIT CHALLENGE: THE CHRONICLE AND THE PLANNER

Finish and present the unit's two time-pieces together: the Hannibal storyboard, six panels with six correct imperfect captions, colored and lettered, and the week in Latin, seven future-tense plans under the motto SI DOMINUS VOLET. Check the storyboard's every verb for its -ba- and the planner's every verb down the -bo chain, with subjects agreeing; then present both to the family in one sitting: the chronicle read like a historian, panel by panel, Latin then English, and the planner read like the head of a household announcing the week. Close the presentation with the pair of sentences that holds the whole unit, said from memory: Heri laborabam; cras laborabo, and the family answers with the motto: si Dominus volet. Keep both pieces in the course folder for Legion Day.

LOOK FOR	WHAT IT MEANS
The chronicle's imperfects	All six storyboard captions are correct imperfects (or imperfect of sum), agreeing with their subjects, and the panels illustrate the march.
The planner's futures	All seven planner sentences run correctly down the -bo chain, each matching its subject, under the lettered motto.
Telling back from forward	In the presentation the student translated at least two surprise forms (like cenabat / cenabit) correctly on the spot.
Presentation	Both pieces were read aloud with classical pronunciation, Latin then English, ending with the heri/cras pair from memory.

UNIT 4 • VERBS ACROSS TIME • LESSON 4.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

4.1 HANNIBAL WAS CROSSING: THE IMPERFECT

OBJECTIVES

- Tell the story of Hannibal's crossing of the Alps in 218 B.C.
- Chant the imperfect of amo: amabam, amabas, amabat, amabamus, amabatis, amabant, with meanings.
- Chant the imperfect of moneo on the same pattern: monebam, monebas, monebat, monebamus, monebatis, monebant.
- Translate the imperfect three ways: was doing, kept doing, used to do.
- Learn three new verbs for the march: supero (I overcome), propero (I hurry), maneo (I remain).

Warm-up. Chant the stack, ending with sum across all three tenses: eram, sum, ero rows. Now tell the difference between these two English sentences: 'The elephants walked' and 'The elephants were walking.' The first is a snapshot; the second is a movie, it keeps rolling. Latin has a whole tense for the movie, and today it carries thirty-seven elephants over the Alps.

WATCH

The Imperfect Tense

latintutorial · 5:06

<https://www.youtube.com/watch?v=3-OLocTTe50>

WHEN TO WATCH

After the How Latin works paragraph. Watch for the -ba- signature and the person endings you already know riding behind it, and chant the amabam column with the narrator.

Note: The narrator calls the imperfect the tense of ongoing or repeated past action, exactly the movie-camera idea of this lesson. Macrons on some vowels mark length, not spelling.

BACKUP VIDEO

Hannibal's elephants - BBC

BBC Studios · 3:52

<https://www.youtube.com/watch?v=0gbPlyCuGTA>

After the story paragraph: a documentary clip on Hannibal's elephants and the crossing. Watch for how big an African war elephant stands next to a man, and imagine leading one up an iced mountain path.

KEY TERMS

imperfect tense

The movie-camera past: action that was going on, kept going on, or used to go on. Ambulabant: they were walking.

tense sign -ba-

The syllable that marks the imperfect, slotted between the stem and the person ending: ama-BA-nt, mone-BA-mus.

ongoing action

What the imperfect shows: not one snapshot but a stretch of past time. English says was walking, kept walking, used to walk; Latin says it all with one form.

the Alps

The mountain wall across Italy's north, iced and stormy by autumn. Rome trusted it as a shield until Hannibal walked over it.

Carthage

The great sea-trading city of North Africa, Rome's rival in three long wars. Hannibal was its most brilliant general.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

Hannibal

HAHN-nee-bahl

noun · Hannibal, Hannibalis, m.

Hannibal, the Carthaginian general

elephantus

eh-lep-HAHN-tus

noun · elephantus, elephantī, m.

an elephant

ENGLISH elephant

superō

SU-peh-roh

verb · 1st conjugation · superō, superāre

I overcome

ENGLISH super

maneō

MAH-neh-oh

verb · 2nd conjugation · maneō, manēre

I stay, I remain

ENGLISH remain

Carthāgō

kahrt-HAH-goh

noun · Carthāgō, Carthāginis, f.

Carthage

Alpēs

AHL-pays

noun · Alpēs, Alpium, f. pl.

the Alps

iūrō

YOO-roh

verb · 1st conjugation · iūrō, iūrāre

I swear

ENGLISH jury

Hispānia

hees-PAH-nee-ah

noun · Hispānia, Hispāniae, f.

Spain

nīx

NEEKS

noun · nīx, nivis, f.

snow

Saguntum

sah-GUN-tum

noun · Saguntum, Saguntī, n.

Saguntum, the town Hannibal besieged

Poenus

POY-nus

noun · Poenus, Poenī, m.

a Carthaginian

ENGLISH Punic

CORE IDEAS

The story. Hannibal's father made the boy swear, at nine years old, never to be a friend of Rome, and Hannibal kept the oath with interest. In 218 B.C., with war declared and Rome expecting him by sea, he went the way no army had gone: out of Spain, over the Pyrenees, across the Rhone with the elephants poled over on great rafts, and then up into the Alps as the first snows fell. His men were southerners who had never seen ice. For about fifteen days the army was climbing: mountain tribes rolled boulders from the heights, pack animals slid screaming off the iced paths, at one place a landslide had carried the road away and the engineers rebuilt it while the army shivered. Polybius, our best ancient source, says Hannibal set out with about forty thousand foot and horse together and came down into Italy with barely more than half, and the thirty-seven elephants, astonishingly, survived the crossing. Rome's northern shield was walked over, and for the next fifteen years Hannibal was loose in Italy, unbeaten in the field. The storyteller's tense for all of it is the imperfect: the elephants were walking, the men were enduring, Hannibal was overcoming, on and on, day after day. That is the tense this lesson hands you.

How Latin works: the -ba- camera. The imperfect is built like a sandwich: stem, tense sign, person ending. Take ama-, slide in -ba-, and finish with endings you have known since grade 5, with one small change: the I-form ends in -m, as it did in eram.

Amabam, I was loving; **amabas**, you were loving; **amabat**, he or she was loving; **amabamus**, we were loving; **amabatis**, you all were loving; **amabant**, they were loving. The second conjugation does exactly the same with its e: **monebam**, **monebas**, **monebat**, **monebamus**, **monebatis**, **monebant**. Every first- and second-conjugation verb you own runs on these rails: portabam, I was carrying; videbat, he was seeing; laborabamus, we were working; timebant, they were fearing. Hear the family resemblance to eram? Same -m, same -ba-like hum of the past.

How Latin works: what the imperfect means. English needs three different phrases for what one Latin imperfect says, and a good translator picks whichever fits.

Elephanti ambulabant can be: the elephants **were walking** (action rolling on), the

elephants **kept walking** (action repeated and stubborn), or the elephants **used to walk** (a past habit). The imperfect never tells you the action finished; it holds the camera open. That is why it is the storyteller's tense: it paints the background and the long effort. *Viri timebant*, the men were afraid, for days. *Hannibal pericula superabat*, Hannibal kept overcoming the dangers, one after another. Your three new verbs are made for the march: *supero*, I overcome; *propero*, I hurry; *maneo* (second conjugation), I remain.

Say it out loud. Chant the new row with a marching beat, and keep the meanings attached: amaBAM, I was loving; amaBAS, you were loving; amaBAT... then monebam down its column. Now march a verb across time, the drill this unit perfects: *laborabam*, I was working; *laboro*, I work. Swap persons on command: they were hurrying, *properabant*; we were remaining, *manebamus*; you all were watching, *spectabatis*. Then say the story sentences of the week, slow and grand: *Elephanti per undas ambulabant*. The elephants were walking through the waves (the Rhone crossing). *Hannibal semper properabat*. Hannibal was always hurrying. *Pericula magna erant, sed Hannibal superabat*. (Sed, but, is a little sight word worth keeping.)

Try it. This week you become the campaign's chronicler: a six-panel storyboard of the crossing, drawn in pencil and crayon, with one imperfect Latin sentence under each panel, your own sentences, built from your own verbs. Turner's great storm painting in the picture study shows you how an artist tells the same story; your storyboard joins the week-planner from next lesson to form the unit challenge.

PICTURE STUDY



Snow Storm: Hannibal and his Army Crossing the Alps, Joseph Mallord William Turner, 1812 · Oil on canvas · Tate Britain, London

Image: [Wikimedia Commons](#), public domain

Turner does not paint Hannibal the hero; you will hunt a while before you even find an elephant. He paints the storm, a huge curling wave of black snow-cloud about to break over the valley, with the army reduced to a line of ants beneath it and a sickly sun fighting through the middle. Painted in 1812, the year Napoleon marched on Russia into his own white catastrophe, it asks a question Rome's history also asks: how big is any army, next to the weather God sends?

Look closely

- Find the storm's curl, like a dark ocean wave breaking leftward over the valley. Turner makes weather the main character.
- Find the sun: a pale disc burning through the vortex. Is it promising rescue or just watching?
- Now hunt for the army: tiny figures straggling along the valley floor at the bottom, and far off, faint in the pass, an elephant. Why so small?
- Notice the foreground figures struggling with each other: mountain tribesmen are falling on the stragglers. The storm is not the column's only enemy.

Talk about it

1. Why would Turner make the soldiers almost too small to find in a painting named after them?

2. The imperfect tense says 'the army was crossing, on and on.' How does the painting show duration, time dragging, rather than one instant?
3. Psalm 121 says 'I will lift up mine eyes unto the hills, from whence cometh my help.' The hills here look like no help at all. Where does the psalm actually say help comes from?

ACTIVITY

The imperfect storyboard

Six panels, six imperfect sentences: today you chronicle the crossing like a Roman historian with a sketchbook. The imperfect is the storyteller's tense, and this is your first sustained Latin storytelling.

You will need

- A sheet of paper folded or ruled into six panels
- Pencil, crayons or colored pencils
- Your wall poster, verb list and Latin notebook
- 3 index cards for the new vocabulary (*supero*, *propero*, *maneo*)

Steps

1. Plan the six scenes in English first, as captions: the army hurrying from Spain; the elephants crossing the river on rafts; the climb beginning; the men fearing the ice; the long halt at the broken path; Hannibal overcoming at last.
2. Write one imperfect Latin sentence for each panel, using your own verbs. A sentence bank to draw from or vary: *Copiae properabant* (the forces were hurrying; *copia* in the plural means troops!). *Elephanti per undas ambulabant* (elephantus is an easy sight word). *Viri timebant*. *Via longa erat*; *pericula magna erant*. *Copiae in via manebant*. *Hannibal pericula superabat*.
3. Check every verb: stem + *ba* + person ending, and the subject's number matching the ending (*copiae properabant*, never *properabat*).
4. Draw the six panels. Small figures, big weather, in Turner's honor: let the mountains and the storm dwarf the army in at least one panel.
5. Letter each Latin caption under its panel with the English in small print below it.
6. Read the storyboard aloud to the family like a chronicle, Latin then English, panel by panel. Make the three new flashcards (*supero*, *propero*, *maneo*) and run the deck.

Tips

- Keep every caption inside your toolbox: first- and second-conjugation verbs, *sum*, and the nouns you own. The chronicler's skill is saying much with the

words he has.

- Vary the subjects so your endings get exercise: *copiae... elephanti... viri... Hannibal...* (Hannibal, like Roma, needs no chart; use him as a subject only.)
- Imperfect plus erat-sentences mix well: action lines and backdrop lines, just like panels and scenery.

Check your work

- ☐ My six captions are all imperfect (or imperfect of sum), with -ba- or era- in every verb.
- ☐ Every verb agrees with its subject in number.
- ☐ I read the storyboard aloud, Latin then English.
- ☐ The three new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Write the imperfect of *amo* and of *moneo* in two columns, dated, with English beside every form.
2. Write the sandwich rule in your own words: stem + ba + person ending, and note the I-form's -m.
3. Write the three English faces of the imperfect (was doing, kept doing, used to do) with one Latin example each.
4. Copy and translate: *Elephanti ambulabant; viri timebant; Hannibal pericula superabat.*

From history. Polybius, who wrote within living memory of the war, climbed the Alps himself to check Hannibal's route, one of the first historians we know of who walked his sources. Scholars still argue over which pass Hannibal used, and a few years ago a team even studied churned-up, trampled soil at one candidate pass for traces of an ancient army. The debate is not settled; the crossing itself no one doubts.

WORKED EXAMPLES

Example 1. Conjugate *porto* (I carry) in the imperfect, with meanings.

▼ **Show solution**

1. Take the stem porta-.
2. Slide in the tense sign -ba-.
3. Add the person endings -m, -s, -t, -mus, -tis, -nt.

Answer: Portabam I was carrying, portabas you were carrying, portabat he/she was carrying, portabamus we were carrying, portabatis you all were carrying, portabant they were carrying.

Example 2. Translate *Agricolae in campis laborabant* three ways.

▼ **Show solution**

1. Agricolae: nominative plural subject; in campis: place where, ablative plural.
2. Laborabant: imperfect, third plural.
3. Give the imperfect's three English faces.

Answer: The farmers were working in the fields; the farmers kept working in the fields; the farmers used to work in the fields. All three live in one Latin form.

Example 3. Translate into Latin: We were remaining in the town.

▼ **Show solution**

1. Maneo is second conjugation: stem mane-.
2. Imperfect we-form: mane + ba + mus.
3. In the town: place where, in oppido.

Answer: In oppido manebamus.

PRACTICE

1. **Easy** Chant (or write) the imperfect of amo with meanings.

▼ **Show answer**

Amabam I was loving, amabas you were loving, amabat he/she was loving, amabamus we were loving, amabatis you all were loving, amabant they were loving.

2. **Easy** Give the meanings: supero, propero, maneo.

▼ **Show answer**

I overcome, I hurry, I remain (I stay).

3. **Easy** Translate: portabat, timebant, manebamus.

▼ **Show answer**

He (or she) was carrying; they were fearing; we were remaining.

4. **Medium** Translate into English, choosing the best face of the imperfect: *Servi aquam ad portam portabant.*

▼ **Show answer**

The servants were carrying water to the gate (or kept carrying water to the gate). The imperfect shows the chore going on and on.

5. **Medium** Translate into Latin: The girls were singing on the island. You all were watching.

▼ **Show answer**

Puellae in insula cantabant. Spectabatis.

6. **Medium** Conjugate *video* in the imperfect, and say what keeps the e in every form.

▼ **Show answer**

Videbam, videbas, videbat, videbamus, videbatis, videbant. Video is second conjugation; its stem vide- keeps the e, just as moneo does.

7. **Hard** Fix the agreement and translate: *Copiae in via manebat. Elephantus ambulabant.*

▼ **Show answer**

Copiae in via manebant, the forces were remaining on the road (plural subject, -nt); Elephantus ambulabat, the elephant was walking (singular subject, -t). Or fix the nouns instead: Copia manebat, elephanti ambulabant.

8. **Challenge** A chronicler writes: *Hannibal semper properabat, sed copiae in periculis manebant*. Translate it, and explain why the imperfect, not the present, is the right tense for a chronicle of 218 B.C.

▼ **Show answer**

Hannibal was always hurrying, but the forces were remaining amid the dangers (kept staying in danger). The chronicle tells of ongoing past action, action that stretched over days and was never a single finished snapshot, and that stretch of past time is exactly what the imperfect's open camera shows. The present would claim it is happening now.

COMMON MISTAKES

- Dropping the -ba-: amam or amant for 'they were loving.' The imperfect needs its tense sign: amabant. Amant is present.
- Writing the I-form with -o: amabo is not imperfect but future, next lesson's tense. The imperfect I-form ends in -m: amabam.
- Losing the second conjugation's e: monbam. The stem keeps its vowel: monebam, videbat, manebant.
- Translating every imperfect as a plain English past: 'the elephants walked.' Keep the camera open: were walking, kept walking, used to walk.

Make it a game · Alps Storyboard. Draw four storyboard panels of Hannibal crossing the Alps, and caption each with an imperfect verb: amabam, amabas, amabat or amabant. The parent points at a panel and asks 'What was happening?' You answer in Latin and English with ongoing action. Score a point per correct tense and a bonus for naming the -ba- sign.

Scripture. "I will lift up mine eyes unto the hills, from whence cometh my help. My help cometh from the LORD, which made heaven and earth." (Psalm 121:1–2, KJV)

Hannibal's men looked up at the hills and saw ambush and ice; the psalmist looks higher. The hills are not the help; the Maker of the hills is, and the psalm was sung by travelers on hard roads long before and long after 218 B.C.

4.2 THE CALENDAR OF CAESAR: THE FUTURE

OBJECTIVES

- Tell the story of Caesar's calendar reform: the three-month drift, Sosigenes, the 445-day year of confusion, and the leap day.
- Chant the future of amo: amabo, amabis, amabit, amabimus, amabitis, amabunt, with meanings.
- Chant the future of moneo on the same pattern: monebo, monebis, monebit, monebimus, monebitis, monebunt.
- Tell the imperfect and future apart at a glance: -ba- looks back, -bo/-bi-/bu- looks ahead.
- Learn four planning verbs: ceno (I dine), paro (I prepare), aedifico (I build), spero (I hope).

Warm-up. Chant sum across all three tenses, then yesterday's amabam row. Now open a family calendar and read tomorrow's square. Empty or full, that square is a little act of faith: you are writing about things that have not happened. Romans needed a whole tense for that square, and by 46 B.C. they needed a better calendar to put it on; the squares had drifted three months from the sun. Today Caesar fixes the year, and you learn the tense of tomorrow.

WATCH

The Future Tense

latintutorial · 6:30

<https://www.youtube.com/watch?v=9FTBG0Jg6Cg>

WHEN TO WATCH

After the How Latin works paragraph. Watch for the -bo, -bis, -bit chain on the first and second conjugations, and chant the amabo column with the narrator.

Note: The narrator also shows how OTHER verb families form their future differently; this course's verbs all use the -bo pattern, and the rest is a preview for grade 7. Macrons mark vowel length, not spelling.

BACKUP VIDEO

The Future Tense in Latin (2.5.1)

Agora Academy · 2:35

<https://www.youtube.com/watch?v=-F7HzqJCIFc>

A two-minute second pass at the -bo endings, good for Session 2 if the chain needs another lap.

KEY TERMS

future tense

The tense of what will happen:
laborabo, I will work; cenabimus, we
will dine.

leap day

The extra day added every fourth year,
Caesar's device (on Sosigenes's advice)
to keep the 365-day calendar in step
with the sun's 365¼-day year.

tense sign -bo/-bi/-bu-

The future's signature in the first and
second conjugations: ama-BO, ama-BI-s,
ama-BI-t, ama-BI-mus, ama-BI-tis, ama-
BU-nt.

the year of confusion

46 B.C., stretched to about 445 days by
Caesar's order, a one-time payment that
put the drifted calendar back in line
with the seasons.

fasti

Roman calendars, often carved in stone and posted in public, marking festivals, court days and anniversaries; the Fasti Praenestini in the picture study is a grand marble one.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

spērō

SPAY-roh

verb · 1st conjugation · spērō, spērāre

I hope

ENGLISH despair

kalendae

kah-LEN-dye

noun · kalendae, kalendārum, f. pl.

the Kalends, the first day of a month

ENGLISH calendar

nōnae

NOH-nye

noun · nōnae, nōnārum, f. pl.

the Nones

īdūs

EE-doos

noun · īdūs, īduum, f. pl.

the Ides

fastī

FAHS-tee

noun · fastī, fastōrum, m. pl.

the calendar of lawful days

intercalāris

een-ter-kah-LAH-rees

adjective · intercalāris, intercalāre

inserted, as a leap day

ENGLISH intercalary

saeculum

SYE-ku-lum

noun · saeculum, saeculī, n.

an age, a generation

ENGLISH secular

mēnsis

MAYN-sees

noun · mēnsis, mēnsis, m.

a month

ENGLISH menstrual

autumnus

ow-TUM-nus

noun · autumnus, autumnī, m.

autumn

ENGLISH autumn

hiems

HEE-ems

noun · hiems, hiemis, f.

winter

vēr

WAYR

noun · vēr, vēris, n.

spring

CORE IDEAS

The story. Rome's old calendar had twelve months and about 355 days, and a thirteenth mini-month was supposed to be stitched in every couple of years to keep

step with the sun. The stitching belonged to the priests, and the priests played politics with it, adding the extra month when it suited friends in office and skipping it when it did not, besides losing track during the chaos of civil war. By 46 B.C. the calendar had wandered about three months from the sky: the harvest festival fell when the grain was green, the spring feasts arrived in winter's mud. Caesar, just made master of the Roman world and himself the chief priest, called in the astronomer Sosigenes of Alexandria, and the fix was clean and bold: forget the moon; follow the sun. The new year would run 365 days, with one extra day every fourth year, because the sun's year runs close to 365 and a quarter. To reset the drift, 46 B.C. was stretched to about 445 days, the longest year in history, which Romans called the year of confusion, and then the new machine started on the first of January, 45 B.C. It ran so true that it needed only one light tune-up in all the centuries since, in 1582, when Pope Gregory XIII trimmed the leap rule. The calendar on your kitchen wall is Caesar's, and two of its months still carry the family's names: July for Julius, August for his heir.

How Latin works: the -bo chain. The future of the first and second conjugations is another sandwich, with a new middle: **amabo**, I will love; **amabis**, you will love; **amabit**, he or she will love; **amabimus**, we will love; **amabitis**, you all will love; **amabunt**, they will love. Watch the tense sign shift its vowel down the chain, bo, bi, bi, bi, bi, bu, like a scale run on one string. The second conjugation keeps its e and does the same: **monebo**, **monebis**, **monebit**, **monebimus**, **monebitis**, **monebunt**. So: **laborabo**, I will work; **cenabit**, he will dine; **aedificabunt**, they will build; **videbis**, you will see; **manebimus**, we will remain. And keep sum's own future from Unit 3 in the stack: **ero**, **eris**, **erit**, **erimus**, **eritis**, **erunt**.

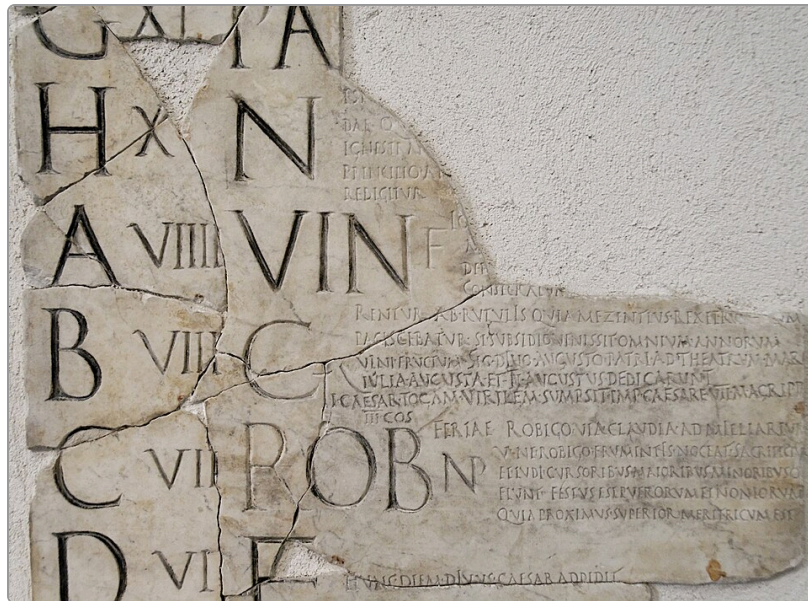
How Latin works: telling back from forward. Here is the pair to master, because they differ by a vowel and a world: *amabat*, he was loving (imperfect, -ba-, the camera looking back) and *amabit*, he will love (future, -bi-, the calendar looking ahead). Line them up and drill the eye: *laborabam* / *laborabo*; *cenabat* / *cenabit*; *aedificabant* / *aedificabunt*. The time adverbs from Unit 3 stand guard: *heri* goes with -ba- forms, *cras* with -bo forms. *Heri laborabam*; *cras laborabo*. Yesterday I was working; tomorrow I will work. One letter, a whole direction of time.

Say it out loud. Chant the new row till the vowel-run sings: amaBO, amaBIS, amaBIT, amaBImus, amaBITis, amaBUNT, with meanings, then monebo down its column. Then make plans aloud, the calendar's own grammar, with this week's four planning verbs: *ceno*, I dine; *paro*, I prepare; *aedifico*, I build; *spero*, I hope. *Cras laborabo*. Tomorrow I will work. *Familia cenabit*. The family will dine. *Servi murum aedificabunt*. The servants

will build a wall. *Agricola equos parabit*. The farmer will prepare the horses. *Semper sperabimus*. We will always hope. Latin's week, for flavor as you plan: the Romans named days for the heavenly bodies, dies Solis, sun-day, dies Lunae, moon-day, down to dies Saturni, Saturn's day (dies is a sight word from a declension you will meet in grade 8); English still walks that week.

Try it. This week you fill a seven-day Latin planner: one future-tense sentence for every day, your real plans, written in the tense of tomorrow, then read aloud at the table. And because plans are promises made by creatures who do not command tomorrow, the lesson ends under James 4:15: If the Lord will, we shall live, and do this, or that. A Roman planned under the *fasti*; a Christian plans under providence.

PICTURE STUDY



The Fasti Praenestini, Roman stone-cutters, compiled by the scholar Verrius Flaccus, About A.D. 6–9 · Carved marble calendar, reassembled from fragments · Palazzo Massimo alle Terme (National Roman Museum), Rome

Photo via [Wikimedia Commons](#), CC BY 2.5

This marble wall is a calendar you could walk up to and read. It hung in the forum of Praeneste, a town near Rome, compiled by Verrius Flaccus, the most famous schoolmaster of the age (he was tutor to the emperor's grandsons). Each column is a month of Caesar's new calendar, then only a generation old: every day gets a letter telling Romans what kind of day it was, court day or holy day, and the great festivals carry little carved explanations, a schoolmaster's footnotes in stone.

Look closely

- See the days running down each column, each with its letters: a Roman checked his day here the way you check a phone.
- Find the longer carved notes beside certain days: festival explanations, Flaccus teaching the whole town from a wall.
- Notice the breaks and gaps. The wall was smashed and scattered over centuries, and scholars reassembled it like a jigsaw; what you see is patient rescue work.
- The letters are the same grand Roman capitals as Trajan's Column's inscription: the empire had one handwriting for stone.

Talk about it

1. Why carve a calendar in marble for a public square instead of leaving it in books for officials?
2. Caesar's reform meant this calendar would not drift from the seasons. Why does a farmer, a priest and a judge each need the calendar to be true?
3. A schoolmaster carved his notes where everyone could read them. Where do you see knowledge generously posted in public today?

ACTIVITY

The week in Latin

Seven days, seven future-tense sentences: today you build a planner page in the tense of tomorrow and fill it with your actual week, then read your plans aloud, with James 4:15 written over the top where a Roman would have carved a god's name.

You will need

- A sheet of paper ruled into seven rows (or a spare weekly planner page)
- Pencil, ruler and colored pencils
- Your wall poster, verb list and Latin notebook
- 4 index cards for the new vocabulary (ceno, paro, aedifico, spero)

Steps

1. Rule the page into seven rows and head them with the Roman day names, glossed small in English: dies Solis (Sunday), dies Lunae (Monday), dies Martis (Tuesday), dies Mercurii (Wednesday), dies Iovis (Thursday), dies Veneris (Friday), dies Saturni (Saturday). Dies is a sight word; enjoy it without declining it.
2. Across the top, letter the planner's motto: SI DOMINUS VOLET, if the Lord wills, the Latin echo of James 4:15, written as a sight phrase.
3. Write one future-tense sentence per day about your real week, each with a different verb if you can: Laborabo (I will work). Cum familia cenabo (I will dine with my family). Epistulam parabo (I will prepare a letter). In campo ambulabo. Aedificabo (what will you build?). Spectabo, cantabo, orabo... End the week with Sperabo or Semper sperabimus.
4. Check every verb down the chain: bo, bis, bit, bimus, bitis, bunt, and make sure each subject matches (if the family dines, cenabit or cenabimus, not cenabo).
5. Read the whole week aloud at the table, Latin then English, and let the family add one plan of their own for you to translate into the future tense on the spot.
6. Make the four new flashcards (ceno, paro, aedifico, spero) and run the deck.

Tips

- Keep plans inside your toolbox: first- and second-conjugation verbs and sum's future. Real Latin students resist the urge to look up fancy verbs; the craft is building well with owned tools.
- Mix persons for exercise: one sentence about the family (cenabimus, we will dine) and one about a sibling (cantabit, she will sing).
- A plan you cannot keep is still good grammar; a plan held humbly is better. That is why the motto goes on top.

Check your work

- ☐ My seven sentences are all future tense, endings checked down the -bo chain.
- ☐ Each verb agrees with its subject in person and number.
- ☐ I read the week aloud and translated a family member's plan into the future on the spot.
- ☐ The four new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Write the future of amo and of moneo in two columns, dated, with English beside every form, and the vowel-run marked: bo, bi, bi, bi, bi, bu.
2. Write the back/forward pair laborabam / laborabo with translations, and the guard rule: heri with -ba-, cras with -bo.
3. Write the four new verbs with meanings and one derivative each (ceno: cena from grade 5; paro: prepare; aedifico: edifice; spero: no common English child, but Spanish esperar, to hope, is its daughter).
4. Copy and translate: Cras laborabo; familia cenabit; servi murum aedificabunt; semper sperabimus.

From history. The leap day Caesar added was not tacked on at the year's end but doubled onto February 24th, which Romans counted as 'the sixth day before the Kalends of March'; the doubled day was the bis-sextus, the 'twice-sixth,' and to this day a leap year is formally called a bissextile year. Even our calendar's spare parts speak Latin.

Practice habit. The chant stack is now complete, and it stays until Legion Day: the three noun charts, then *amo*, *moneo* and *sum*, each across present, imperfect and future. Chant the whole stack once at the start of every session, under three minutes at full stride. This is the course in your mouth: everything else is reading, building and play.

WORKED EXAMPLES

Example 1. Conjugate *aedifico* (I build) in the future, with meanings.

▼ **Show solution**

1. Take the stem *aedifica-*.
2. Run the future chain: *-bo*, *-bis*, *-bit*, *-bimus*, *-bitis*, *-bunt*.
3. Say each with its meaning.

Answer: *Aedificabo* I will build, *aedificabis* you will build, *aedificabit* he/she will build, *aedificabimus* we will build, *aedificabitis* you all will build, *aedificabunt* they will build.

Example 2. Imperfect or future? Translate each: *cenabat*, *cenabit*, *parabant*, *parabunt*.

▼ **Show solution**

1. Look at the tense sign: *-ba-* looks back, *-bi-/bu-* looks ahead.
2. *Cenabat* and *parabant* carry *-ba-*: imperfect.
3. *Cenabit* and *parabunt* carry *-bi-/bu-*: future.

Answer: *Cenabat*: he was dining. *Cenabit*: he will dine. *Parabant*: they were preparing. *Parabunt*: they will prepare.

Example 3. Translate into Latin: Tomorrow we will walk to the town and will dine with friends.

▼ **Show solution**

1. Tomorrow: *cras*, pointing the sentence forward.
2. We will walk to the town: *ad oppidum ambulabimus*.
3. We will dine with friends: *cum amicis cenabimus*.

Answer: *Cras ad oppidum ambulabimus et cum amicis cenabimus*.

PRACTICE

1. **Easy** Chant (or write) the future of *amo* with meanings.

▼ **Show answer**

Amabo I will love, *amabis* you will love, *amabit* he/she will love, *amabimus* we will love, *amabitis* you all will love, *amabunt* they will love.

2. **Easy** Give the meanings: *ceno*, *paro*, *aedifico*, *spero*.

▼ **Show answer**

I dine, I prepare, I build, I hope.

3. **Easy** Translate: *laborabo*, *videbis*, *manebunt*.

▼ **Show answer**

I will work; you will see; they will remain.

4. **Medium** Translate into English: *Cras agricola equos parabit et servi murum aedificabunt*.

▼ **Show answer**

Tomorrow the farmer will prepare the horses and the servants will build the wall.

5. **Medium** Translate into Latin: We will dine on the island. The girls will sing. I will always hope.

▼ **Show answer**

In insula cenabimus. Puellae cantabunt. Semper sperabo.

6. **Medium** Sort by tense and translate: *monebam, monebo, amabit, amabat*.

▼ **Show answer**

Monebam: imperfect, I was warning. Monebo: future, I will warn. Amabit: future, he/she will love. Amabat: imperfect, he/she was loving. The -ba- forms look back; the -bo/-bi- forms look ahead.

7. **Hard** Write the same sentence three ways in Latin, past, present and future, with the right adverb on the past and future: I work in the field.

▼ **Show answer**

Heri in campo laborabam; in campo laboro; cras in campo laborabo. (Yesterday I was working in the field; I work in the field; tomorrow I will work in the field.)

8. **Challenge** By 46 B.C. Rome's calendar had drifted three months from the sun. Explain how that happened, what Caesar and Sosigenes did about it, and why your kitchen calendar is still Caesar's. Then translate the planner's humblest sentence: *Cras laborabo et sperabo*.

▼ **Show answer**

The old 355-day calendar needed an extra month stitched in regularly, and the priests in charge added or skipped it for politics and lost track in the civil wars, so the dates wandered about three months from the seasons. Caesar, advised by the astronomer Sosigenes, rebuilt the year on the sun: 365 days with a leap day every fourth year, resetting the drift with the one-time 445-day year of confusion. That Julian year, lightly tuned in 1582, is the calendar we still print. *Cras laborabo et sperabo*: tomorrow I will work and I will hope.

COMMON MISTAKES

- Confusing amabit (he will love) with amabat (he was loving). The vowel is the rudder: -bi- ahead, -ba- astern.
- Running the chain without its vowel shifts: amabo, amabos, amabot. The chain is bo, bis, bit, bimus, bitis, bunt.
- Using ero-forms for every future: ero is only sum's future. Working tomorrow is laborabo, not ero laboro.
- Pairing cras with a past tense (cras laborabam). The adverb and tense must point the same way: cras laborabo.

Make it a game · Future Week Plan. Plan next week out loud, one sentence per day, using future forms of *amo* like *amabo* and *amabimus*. The parent checks the endings and asks who will do what. Trade: the parent makes a plan and you identify each future verb by its sign, -bo, -bi- or -bu-. Add a leap day for fun and celebrate it with a cheer.

Scripture. “For that ye ought to say, If the Lord will, we shall live, and do this, or that.” (James 4:15, KJV)

The future tense makes plans; this verse teaches how to hold them. Caesar could straighten the calendar, but no Roman could command tomorrow, and neither can we. Write *cras laborabo*, and over it, *si Dominus volet*: if the Lord wills.

UNIT 5

READING THE REPUBLIC

Around A.D. 150 a Roman scholar named Aulus Gellius wrote down a story he insisted was true, heard from eyewitnesses: a runaway servant named Androclus hid in a desert cave, and a lion came in limping; the man pulled a great thorn from its paw, and the two shared the cave as friends. Years later Androclus was caught and sentenced to face the beasts in the arena, and the lion loosed on him was the same lion, which knew him and fawned on him like a dog. The crowd roared for mercy; man and lion were freed, and Rome watched them stroll the streets together, people saying: this is the lion who was a man's host, and this is the man who was a lion's doctor. This unit's first lesson hands you that whole story in Latin, nine connected sentences, the longest Latin you have ever read, and every ending in it is one you own: imperfects for the telling, presents for the arena, one future for the happy ending. You will read it like a scholar, marking every case in color, and perform it like a Roman, with a narrator and a translator.

Then the quarter closes in armor. Paul wrote Ephesians from Roman custody, chained day and night to soldiers wearing the gear you have studied all quarter, and he turned every piece into a picture of the Christian life: the belt of truth, the breastplate of righteousness, the shield of faith, the helmet of salvation, the sword of the Spirit. In Jerome's Latin Bible those pieces ring like a muster roll: *lorica iustitiae*, *scutum fidei*, *galea salutis*, *gladius Spiritus*, and you can already read half the words. The final lesson reviews the whole course through the armor, declining *scutum* to the last form, running *amo* through all three tenses, parsing the armor phrases with an honest eye

on which endings are yours and which are on loan from later grades, and then the family gathers for Legion Day: camp map, story, armor and chants, the quarter's work on parade.

PREREQUISITES

- Can chant all three noun charts, dress nouns with agreeing adjectives, and use the prepositions with their cases (Units 1–3)
- Can chant amo, moneo and sum across present, imperfect and future (Units 3–4)
- Knows the course vocabulary by flashcard; the whole deck is on parade this unit

MASTERY CHECKLIST

- ☐ I can read the Androclus story aloud in Latin with classical pronunciation and translate it sentence by sentence.
- ☐ I can name the case and job of any noun in the story, and say why each verb's tense fits its moment.
- ☐ I can tell the story of Aulus Gellius and why he reported Androclus as fact, with Daniel in the lions' den as Scripture's own lion story.
- ☐ I can decline scutum completely and run amo through present, imperfect and future without the poster.
- ☐ I can parse the Latin armor phrases, lorica iustitiae, scutum fidei, galea salutis, gladius Spiritus, and say which genitive endings I own and which are on loan.
- ☐ I have hosted Legion Day: camp map presented, story performed, armor taught to the family, chants run clean.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Latin Launchpad:** Free. Our companion practice site; its grade 5–6 packs cover most of this course's word list, and a full-deck run there is a fine Legion Day warm-up.
- ***Minimus Secundus*, by Barbara Bell:** The mouse-sized Cambridge reader: comic-strip Latin at just this course's level, a happy next read for a student who enjoyed performing Androclus.
- ***Famous Men of Rome*, by John H. Haaren and A. B. Poland:** Free online (Project Gutenberg and the Baldwin Project both carry it). Reread this course's three heroes, Horatius, Cincinnatus and Hannibal's great enemy Scipio, as a victory lap after the review.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1	Androcles and the Lion: A Whole Story in Latin	3 sessions of 30–40 minutes
5.2	The Whole Armor: Review and the Soldier's Finale	3 sessions of 30–40 minutes

UNIT 5 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers. This is the course's last review; the wall poster may watch, but try the chants without it first.

1. (5 pts)

Who recorded the story of Androclus, in what book, and how does the story end?

2. (5 pts)

Translate from the story: *Leo servo spinam monstrabat, et servus non timebat. Hodie servus in harena est; populus spectat.*

3. (5 pts)

Name the case and job of each noun: *Cras servus cum amico per vias ambulabit.*

4. 5 pts

Give the Latin armor phrases for the breastplate of righteousness, the shield of faith, the helmet of salvation and the sword of the Spirit, and say which of the four genitives you can fully parse.

5. 5 pts

Decline scutum in full, both numbers.

6. 5 pts

Write amo across all three tenses, all six forms each.

ANSWER KEY

1. Aulus Gellius recorded it in his Attic Nights (about A.D. 150), reporting it as fact from the scholar Apion, who claimed to have seen it. The lion loosed on Androclus in the arena was the one he had healed in the cave; it fawned on him, the crowd demanded mercy, and man and lion were freed and walked Rome together.
2. The lion kept showing the servant the thorn, and the servant was not afraid. Today the servant is in the arena; the people watch. The first sentence is imperfect (the cave), the second jumps to the present (the arena), stamped by hodie.
3. Servus: nominative, the doer. Amico: ablative with cum, accompaniment. Vias: accusative with per, through the streets. Ambulabit is future, matching cras: tomorrow the servant will walk through the streets with his friend.
4. Lorica iustitiae, scutum fidei, galea salutis, gladius Spiritus. Only iustitiae is fully parseable with this course's charts (first declension genitive singular); fidei (fifth declension), salutis (third) and Spiritus (fourth) are loans from later grades.
5. Scutum, scuti, scuto, scutum, scuto; scuta, scutorum, scutis, scuta, scutis.
6. Present: amo, amas, amat, amamus, amatis, amant. Imperfect: amabam, amabas, amabat, amabamus, amabatis, amabant. Future: amabo, amabis, amabit, amabimus, amabitis, amabunt.

UNIT CHALLENGE: LEGION DAY

The course's grand finale is a family ceremony the student hosts from start to finish. The muster: the room staged with the quarter's works, the Unit 1 camp map, the Unit 2 quest map, the three-time autobiography, the Hannibal storyboard and week planner, and the five armor cards. The order of ceremony: first the camp map presented and its labels translated; then FABULA: ANDROCLUS ET LEO performed from the markup script, the student as Latin narrator with a rehearsed family translator; then the armor of God taught card by card, each card parsed honestly (the loans named as loans) and handed to a family member to hold; then the standing inspection, the full chant stack from memory: puella, dominus and bellum complete, and amo and sum across present, imperfect and future; and last, Ephesians 6:11 and 16–17 read aloud over the assembled card-bearers. Dismiss with honor, and serve bread and grapes to the veterans. Keep the folder: grade 7's Latin opens the third declension, and every chart in it will report for duty again.

LOOK FOR	WHAT IT MEANS
The performance	The Androclus story was performed in full, the narrator's Latin clear and classical, the translator coached well enough to land every sentence.
The armor taught	All five armor cards were presented with correct Latin, correct English, and honest parsing of owned endings versus loans.
The inspection	The full chant stack was delivered standing, from memory: three noun charts complete and amo and sum across all three tenses.
The host	The student staged the room, ordered the ceremony, led the family through it, and closed with the Ephesians reading: a maker presenting a quarter's making.

UNIT 5 • READING THE REPUBLIC • LESSON 5.1 OF 10 • 3 SESSIONS OF 30–40 MINUTES

5.1 ANDROCLES AND THE LION: A WHOLE STORY IN LATIN

OBJECTIVES

- Tell how Aulus Gellius reported the Androclus story as fact in his Attic Nights.
- Read a nine-sentence Latin story aloud with classical pronunciation.
- Translate the story sentence by sentence, naming the case and job of every noun.

- Explain why the storyteller uses imperfects, where the presents take over, and what the one future does.
- Learn four story words: spelunca, harena, medicus, spina, and perform the story with a narrator and translator.

Warm-up. Chant the full stack one more time: three noun charts, three verbs across three tenses. Everything in that stack was learned for this morning. Today you do the thing the whole quarter has been building toward: you read a whole story in Latin, out loud, start to finish, and understand it with your own eyes. Take a breath. Lions ahead.

WATCH

Androcles and the Lion | **Animated Aesop's Fable** | **Moral Story for Kids**

Be Illuminated · 2:21

https://www.youtube.com/watch?v=q8_830Fa5uE

WHEN TO WATCH

After the story paragraph, before you open the Latin: a two-minute animated telling so the plot is firmly in hand. Knowing the story before you read it is how scholars have always read Latin.

Note: A gentle animation made for children; the arena scene is all mercy and no blood.

BACKUP VIDEO

Androcles and the Lion - Fables Animated story

VRYN STUDIOS · 2:51

<https://www.youtube.com/watch?v=dqLUxNODUu4>

A second animated telling, if the family wants to compare how two storytellers handle the same cave, thorn and arena before the performance.

KEY TERMS

Aulus Gellius

A Roman scholar (about A.D. 125–180) whose book *Attic Nights* preserves the Androclus story, which he reports as fact from an eyewitness account.

spelunca

A cave: the desert den Androclus and the lion shared. English spelunking, cave exploring, keeps the word.

scholar's markup

Reading with a pencil: underlining each noun in a case color and tagging each verb's tense, so the sentence's whole machine is visible on the page.

harena

Sand, and so the sand-floored arena itself: our word arena is this word. In harena, in the arena.

medicus

A doctor: what Rome called Androclus, the lion's doctor. English medicine is its child.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

nōn

NOHN

adverb

not

sed

SED

conjunction

but

spēlunca

spay-LUN-kah

noun · spēlunca, spēluncae, f.

a cave

ENGLISH spelunker

harēna

hah-RAY-nah

noun · harēna, harēnae, f.

sand; the arena

ENGLISH arena

medicus

MEH-dee-kus

noun · medicus, medicī, m.

a doctor

ENGLISH medical

spīna

SPEE-nah

noun · spīna, spīnae, f.

a thorn

ENGLISH spine

Androclus

AHND-ro-klus

noun · Androclus, Androclī, m.

Androcles, the man who helped the lion

vulnus

WUL-nus

noun · vulnus, vulneris, n.

a wound

ENGLISH vulnerable

grātus

GRAH-tus

adjective · grātus, grāta, grātum

thankful; pleasing

ENGLISH grateful

cavea

KAH-weh-ah

noun · cavea, caveae, f.

a cage; the seats of a theater

ENGLISH cage

leō

LEH-oh

noun · leō, leōnis, m.

a lion

ENGLISH lion

recumbō

reh-KUM-boh

verb · 3rd conjugation · recumbō, recumbere

I lie down

CORE IDEAS

The story. Aulus Gellius loved true oddities, and in his Attic Nights he swears this one came from Apion, a scholar who said he saw it with his own eyes in Rome. Androclus was the servant of a Roman official in North Africa, and his master was cruel; the man ran, and hid in a desert cave. Into the cave came a lion, limping, holding up one bleeding paw, and instead of springing, it whimpered. In the paw was a great thorn. Androclus pulled it, cleaned the wound, and the lion, healed, brought him meat and shared the cave with him for a long while, host and guest. At last the man was caught, hauled to Rome, and sentenced, as runaways were, to the beasts in the great arena. The lion released against him bounded close, stopped, and then fawned on him like a dog greeting its master, for it was his lion. The crowd went up in a roar; the emperor asked the story, and the people demanded freedom for them both. Gellius says Rome would later watch Androclus walking the streets with the lion on a light leash, and people would point: *this is the lion who was a man's host; this is the man who was a lion's doctor*. Scripture has its own greater lion story, Daniel in the den, where the mouths were shut not by an old kindness but by the living God; keep the two side by side as you read.

How to read a whole story. Real reading is not word-by-word guessing; it is evidence-weighting, and you have trained for it all quarter. Take each sentence in three passes.

Pass one: read it ALOUD in Latin, full classical pronunciation. Pass two: find the verb (its ending tells you who and when) and the nominative (the doer); then place every other noun by its ending: genitive owner, dative receiver, accusative done-to, ablative with its little word. Pass three: say it in English. Watch the tenses tell the time: the cave scenes run in the **imperfect**, the storyteller's open camera (*erat*, *properabat*, *manebat*, *habebat*, *monstrabat*, *amabat*); the arena scene snaps into the **present**, as if you were in the stands (*est*, *spectat*, *properat*, *amat*, *nuntiat*); and the last sentence opens the gate to the **future** (*ambulabit*). Three glosses are on loan: *leo*, lion, a noun from the third declension you will decline in grade 7, used here only as a subject, so it never needs an ending you have not learned; *non*, not; *sed*, but.

The story itself: FABULA: ANDROCLUS ET LEO. (1) *Androclus servus erat; dominus servum numquam laudabat.* (2) *Servus ad silvam properabat et in spelunca antiqua manebat.* (3) *Leo ad speluncam ambulabat; leo spinam magnam habebat.* (4) *Leo servo spinam monstrabat, et servus non timebat.* (5) *Androclus laborabat: spinam portabat, et leo servum amabat.* (6) *Hodie servus in harena est; populus spectat.* (7) *Leo ad servum properat, sed servum amat!* (8) *Servus nuntiat: 'Medicus eram; spinam portabam. Leo amicus bonus est!'* (9) *Populus laudat: 'Leo servum amat!'* *Cras servus cum amico per vias ambulabit.* Read it through once aloud before any translating; let the sounds carry the story. New words, all first or second declension: *spelunca*, cave; *harena*, sand, the arena; *medicus*, doctor; *spina*, thorn.

Say it out loud, then look closer. Now the scholar's pass. Sentence 1: *servus* is a predicate nominative, both sides of *erat* wear the subject's case; *numquam laudabat*, the imperfect of a cruelty that kept on. Sentence 2: *ad silvam*, motion toward, accusative; *in spelunca antiqua*, place where, ablative, with the adjective dressed to match. Sentence 4 is the giving pattern from Unit 2 with a gift of need instead of a rose: *leo servo spinam monstrabat*, the lion kept showing the servant the thorn, dative receiver in plain sight. Sentence 5: *spinam portabat*, he carried the thorn away, the gentlest surgery in Latin. Sentences 6 and 7 jump to the present, and *hodie* stamps the jump. Sentence 8 holds a flashback inside the dialogue: *eram* and *portabam*, the man explaining in the arena what he was and what he kept doing in the cave. Sentence 9: *cras plus ambulabit*, the one future, and the story walks out of the arena into tomorrow: *cum amico*, with his friend, ablative; *per vias*, through the streets, accusative.

Try it. This week the story becomes a performance and a page of scholarship. The markup page: copy the nine sentences, then underline every noun in its case color

(pick five colors, key them in a corner) and tag every verb IMPF, PRES or FUT. The performance: two readers, a narrator who delivers the Latin by sentence, grand and unhurried, and a translator, a family member who answers each sentence in English from your coaching. Rehearse until the handoffs snap, and save the polished performance for Legion Day.

PICTURE STUDY



Androcles and the Lion, Briton Rivière, 1908 · Oil on canvas · Auckland Art Gallery, New Zealand

Image: [Wikimedia Commons](#), public domain

Briton Rivière was Victorian England's great painter of animals, famous for dogs and lions he studied for hours at the zoo. Here he paints the story's hinge: the cave mouth, the runaway with nowhere left to run, and the lion arriving, enormous and close. Everything turns on one detail a careless viewer misses, and the painter trusts you to find it.

Look closely

- Find the lifted forepaw. The lion is not stalking; it is limping, and that raised paw is the whole plot arriving at the door.
- Look at Androclus pressed against the rock: bare feet, rags, hands ready to push away. He has not yet seen what you have seen.
- Follow the light: it comes from the cave mouth behind the lion, so the beast is half silhouette, huge and dark, while the man is lit and legible. Fear first, mercy next.
- Notice how much of the canvas the lion fills. Rivière measured real lions; this one has the true weight of the animal, not a storybook outline.

Talk about it

1. The painting freezes the moment before kindness. What has to happen in the man's mind between this instant and the thorn coming out?

2. Why is the lifted paw better storytelling than painting the thorn itself large and obvious?
3. Proverbs says a righteous man regards the life of his beast. What does it cost Androclus to regard this one, and what does it later save him?

ACTIVITY

The marked-up story and the two-reader performance

A scholar's page and a performer's stage: today you make both. First the markup, where every case gets its color and every tense its tag, and then the rehearsal, narrator and translator, until the oldest lion story in Rome runs smooth in two languages at your own table.

You will need

- A clean notebook page or loose sheet for the markup copy
- Five colored pencils and a regular pencil
- 4 index cards for the new vocabulary (spelunca, harena, medicus, spina)
- A willing family member to play translator

Steps

1. Copy the nine sentences of FABULA: ANDROCLUS ET LEO onto your page, numbered, leaving a blank line under each.
2. Build the color key in a corner: one color each for nominative, genitive (none appears in this story: write 'on watch'), dative, accusative, ablative. Underline every noun in its case color. The glossed leo is always nominative; mark it so.
3. Tag every verb above the line: IMPF, PRES or FUT, and circle the two tense-jump stamps, hodie and cras. Check tags against the tense signs: -ba- or era- for IMPF, -bit for FUT.
4. Write your English line under each sentence, made from your own parsing, then read the whole story through in both languages.
5. Cast the performance: you are the narrator (Latin), your family member is the translator (English). Coach the translator with your markup page; rehearse twice, narrator pausing grandly after each sentence for the translation. Add one prop if you like: a paper thorn.
6. Make the four new flashcards and run the deck. Keep the markup page safe: it is Legion Day's script.

Tips

- The narrator's job is sound: every v like w, every c hard, speluncae and harenas full and unhurried. The audience should hear Rome even before the

translation lands.

- If the translator stumbles, feed the verb first: were-staying... will-walk. The verb unlocks each sentence.
- Sentence 8 is dialogue inside the story: give Androclus a different voice than the narrator. Rome loved a performer.

Check your work

- ☐ My markup page has every noun underlined in its case color and every verb tagged with its tense.
- ☐ I can explain the tense plan: imperfects in the cave, presents in the arena, one future at the gate.
- ☐ We performed the story, narrator and translator, without losing a sentence.
- ☐ The four new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Copy FABULA: ANDROCLUS ET LEO in full, your best hand, with the color key in the corner (this may be the markup page itself).
2. Write the four new words with meanings: spelunca, harena, medicus, spina, and one English child of each (spelunking, arena, medicine, spine).
3. Write the tense plan in your own words: why the cave is imperfect, the arena present, and the last sentence future.
4. Copy and translate sentence 8, and note the flashback: eram and portabam are the man's own past told in the present scene.

From history. Gellius names his source: Apion, a flamboyant scholar of the first century, who claimed he saw the scene in the Circus Maximus himself. Gellius half-apologizes for the tale even as he preserves it, which is exactly why historians treasure his Attic Nights: twenty books of lecture notes, dinner-table questions and curiosities that saved stories, words and laws nobody else bothered to write down. The playwright George Bernard Shaw retold Androcles for the stage in 1912; the lion's best scenes were already eighteen centuries old.

Example 1. Parse and translate sentence 4: *Leo servo spinam monstrabat, et servus non timebat.*

▼ **Show solution**

1. Leo: glossed subject, nominative: the lion. Monstrabat: imperfect, kept showing.
2. Servo: dative, the receiver of the showing: to the servant. Spinam: accusative, the thing shown.
3. Servus non timebat: nominative plus imperfect: the servant was not afraid.

Answer: The lion kept showing the servant the thorn, and the servant was not afraid. The giving pattern from Unit 2, with a wound for a gift.

Example 2. Sentence 8 says *Medicus eram; spinam portabam*. Why are these imperfect when the scene is the arena, today?

▼ **Show solution**

1. Find the speaker and the moment: Androclus, speaking now (nuntiat, present).
2. Find what he describes: the cave years, before today.
3. Past-inside-present is a flashback, and ongoing past wants the imperfect.

Answer: He stands in the present and tells his past: 'I was its doctor; I carried the thorn away.' The imperfects reach back from the arena to the cave, exactly as English does with was and kept.

Example 3. Parse and translate the story's last clause: *Cras servus cum amico per vias ambulabit.*

▼ **Show solution**

1. Cras stamps the future; check the verb: ambulabit, -bit, future third singular.
2. Cum amico: cum takes the ablative: with his friend.
3. Per vias: per takes the accusative: through the streets.

Answer: Tomorrow the servant will walk through the streets with his friend. One future, and the story steps out of the arena into freedom.

PRACTICE

1. **Easy** Give the meanings: spelunca, harena, medicus, spina.

▼ **Show answer**

Cave, sand (the arena), doctor, thorn.

2. **Easy** Translate sentence 1: *Androclus servus erat; dominus servum numquam laudabat.*

▼ **Show answer**

Androclus was a servant; the master never praised the servant. Servus is a predicate nominative after erat; servum is accusative, and laudabat is the imperfect of a cruelty that kept on.

3. **Easy** In sentence 6, *Hodie servus in harena est; populus spectat*, which tense takes over, and which word stamps the change?

▼ **Show answer**

The present (est, spectat) takes over, and hodie, today, stamps the jump from the remembered cave to the arena happening now.

4. **Medium** Name the case and job of each noun in sentence 2: *Servus ad silvam properabat et in spelunca antiqua manebat.*

▼ **Show answer**

Servus: nominative, the doer. Silvam: accusative with ad, motion toward.

Spelunca: ablative with in, place where, with antiqua dressed to agree. The servant was hurrying to the forest and remaining in an ancient cave.

5. **Medium** Translate into Latin, story-style: The lion was walking to the cave. (Use leo as the subject.)

▼ **Show answer**

Leo ad speluncam ambulabat. Ad takes the accusative; the imperfect keeps the storyteller's camera open.

6. **Medium** Why does the story never say 'of the lion' or 'to the lion' in Latin?

▼ **Show answer**

Leo is a borrowed third-declension word, glossed for this course as a subject-only sight word; its other cases use endings this course has not taught. The storyteller keeps leo in the nominative so every ending on the page is one the student truly owns.

7. **Hard** Rewrite sentence 7, *Leo ad servum properat, sed servum amat*, as a past event with imperfects, and translate your version.

▼ **Show answer**

Leo ad servum properabat, sed servum amabat: the lion was hurrying at the servant, but it loved the servant. Both verbs trade -t presents for -bat imperfects.

8. **Challenge** The storyteller chose imperfects for the cave, presents for the arena and one future for the ending. Explain what each choice does for the listener, as if coaching a younger reader.

▼ **Show answer**

The imperfects (manebat, monstrabat, amabat) stretch the cave scenes out: you feel the long hiding and the slow friendship. The presents (est, spectat, properat) drop you into the stands: the arena is happening before your eyes. The single future (ambulabit) opens the gate: the story is over but the friendship walks on into tomorrow. Tense is the storyteller's camera, and this story uses all three settings on purpose.

COMMON MISTAKES

- Translating word by word in order instead of verb-first. Find the verb, then the nominative, then place the rest by endings; Latin order serves emphasis, not English habits.
- Marking servo in sentence 4 as ablative. With a showing verb and an accusative gift beside it, servo is the dative receiver: the lion shows the thorn TO the servant.
- Reading sentence 8's eram and portabam as errors because the scene is 'today.' They are a flashback inside dialogue, the man's own past.
- Letting the pronunciation slump in performance. The narrator's Latin is the show: v as w, hard c, every vowel sounded, or the audience hears mush instead of Rome.

Make it a game · Lion and Man Duet. Read the Androclus story aloud as two readers, one for the man and one for the lion. Stop at each sentence and translate it together. Mark nouns by circling subjects and underlining objects. If the listener hears a mistake, they raise a hand. Each catch is a point. Swap reading parts for the second round.

Scripture. “A righteous man regardeth the life of his beast: but the tender mercies of the wicked are cruel.” (Proverbs 12:10, KJV)

Androclus regarded the life of a beast when he was the one in danger, and the kindness came back to him in the arena. Scripture's greater lion story is Daniel's: 'My God hath sent his angel, and hath shut the lions' mouths' (Daniel 6:22), where the rescue came not from an old favor but from the living God, whom even lions obey.

UNIT 5 • READING THE REPUBLIC • LESSON 5.2 OF 10 • 3 SESSIONS OF 30–40 MINUTES

5.2 THE WHOLE ARMOR: REVIEW AND THE SOLDIER'S FINALE

OBJECTIVES

- Tell how Paul wrote Ephesians from Roman custody, chained to soldiers whose armor he turned into pictures.
- Match each piece of the armor of God to its Latin name: lorica iustitiae, scutum fidei, galea salutis, gladius Spiritus.
- Parse the armor genitives honestly: iustitiae with an owned ending, fidei, salutis and Spiritus as loans from later grades.
- Review the whole course: decline scutum completely, run amo through all three tenses, and dress nouns on demand.
- Learn three final words: galea, lorica, iustitia, and prepare Legion Day.

Warm-up. Chant the full stack one last time as a lesson opener, and time it: three noun charts, three verbs, three tenses. Ten weeks ago the stack was one chart and one tense. Now look at the picture study's armor: helmet, breastplate, shield, and name what you can in Latin before the lesson teaches you the rest. You already own gladius and scutum. A prisoner in Rome once looked at this exact gear all day, and saw a sermon in every piece.

WATCH

The Armor of God: Animated Bible Story - Ephesians 6 | Sunday School (SharefaithKids.com)

ShareFaith Kids · 6:26

<https://www.youtube.com/watch?v=nqoDMybXq5E>

WHEN TO WATCH

After the story paragraph. As each piece of armor appears, call out its Latin name from this lesson: lorica! scutum! galea! gladius!

Note: A children's Bible animation of Ephesians 6; doctrinally plain and gentle. It ends with a Sunday-school invitation screen you may stop at.

BACKUP VIDEO

The Armor of God | Stories of the Bible

Saddleback Kids · 2:43

https://www.youtube.com/watch?v=pFNzSpXhl_c

A shorter second telling for Session 2, good for the younger siblings who will be your Legion Day audience.

KEY TERMS

lorica

The breastplate; the segmented legionary cuirass in the picture study is a lorica segmentata. Paul's phrase: lorica iustitiae, the breastplate of righteousness.

iustitia

Justice, righteousness: a first-declension noun whose genitive, iustitiae, you can parse with endings you own. English justice is its child.

galea

The helmet, a first-declension noun: galea salutis, the helmet of salvation.

scutum fidei

The shield of faith. Fidei, of faith, wears a genitive ending from the fifth declension, on loan until grade 8; take it, fittingly, on faith.

gladius Spiritus

The sword of the Spirit, 'which is the word of God.' Spiritus here is a genitive from the fourth declension, another loan word to greet and wave at.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

lōrica

loh-REE-kah

noun · lōrica, lōricae, f.

a breastplate

iūstitia

yoos-TEE-tee-ah

noun · iūstitia, iūstitiae, f.

justice

ENGLISH justice

fidēs

FEE-days

noun · fidēs, fideī, f.

faith, trust

ENGLISH fidelity

spīritus

SPEE-ree-tus

noun · spīritus, spīritūs, m.

spirit, breath

ENGLISH spirit

galea

GAH-leh-ah

noun · galea, galeae, f.

a helmet

balteus

BAHL-tews

noun · balteus, balteī, m.

a sword belt

ocrea

O-kreh-ah

noun · ocrea, ocreae, f.

a greave, a shin guard

vēritās

WAY-ree-tahs

noun · vēritās, vēritātis, f.

truth

ENGLISH verify

ēnsis

AYN-sees

noun · ēnsis, ēnsis, m.

a sword

Ephēsus

ep-HAY-sus

noun · Ephēsus, Ephēsī, f.

Ephesus, the city of the armor passage

vinculum

WEEN-ku-lum

noun · vinculum, vinculī, n.

a chain, a bond

CORE IDEAS

The story. Paul wrote the letter to the Ephesians around A.D. 61, under guard in Rome while he waited for Caesar to hear his case. Custody meant a soldier, day and night, often chained wrist to wrist with the prisoner, so for two years the apostle's constant companions were legionaries in working gear: the studded belt, the iron-banded lorica, the great curved scutum, the galea hanging by its strap, the short gladius at the

right hip. Paul looked at the equipment Rome trusted and wrote a muster roll for the church: 'Put on the whole armour of God.' Every piece became a picture: the **belt of truth**, because the belt bound the gear tight for action; the **breastplate of righteousness** over the heart; feet shod with readiness, a soldier's hobnailed boots; the **shield of faith** to quench fiery darts, and Roman shields, leather-faced and doused before battle, really did stop fire arrows; the **helmet of salvation** guarding the head; and one weapon, the **sword of the Spirit**, which is the word of God. In Jerome's Latin the pieces ring like a quartermaster's list: *lorica iustitiae*, *scutum fidei*, *galea salutis*, *gladius Spiritus*. You have spent ten weeks with this army's gear and grammar; today the two meet.

How Latin works: parsing the armor, honestly. Every armor phrase is a noun plus a genitive, the whose-case from Unit 2, and here is where an honest scholar shows his colors. *Lorica iustitiae*: both words first declension; *iustitiae* is a genitive singular you can parse in your sleep, the breastplate OF righteousness. *Galea salutis*: *galea* is yours; *salutis*, of salvation, carries the third declension's genitive, grade 7's territory, so it is a loan. *Scutum fidei*: *scutum* is yours to the last form; *fidei*, of faith, is a FIFTH-declension genitive, which you will not meet until grade 8, so take it, fittingly, on faith. *Gladius Spiritus*: *gladius* is yours; *Spiritus*, of the Spirit, is a fourth-declension genitive, another loan. Count the honesty: four phrases, every first and second declension form fully yours, three loan-endings greeted and waved at. Knowing exactly what you know, and what you do not yet, is itself a classical virtue.

The grand review: nouns. Now the course walks past in parade order. Decline **scutum** complete, the course's own shield: *scutum*, *scuti*, *scuto*, *scutum*, *scuto*; *scuta*, *scutorum*, *scutis*, *scuta*, *scutis*, and hear the neuter rule holding its line. Then dress nouns on demand across the whole quarter's wardrobe: *galea nova*, the new helmet; *gladius bonus*; *scuta magna*; *agricola bonus* (the trap, sprung one last time, catches no one). Run the case jobs: whose glory? *gloria domini*. To whom the rose? *puellae*. Where? in *castris*... no, *castra* is a sight word; say in *campo*, and smile that you remembered why. Out of the town, through the fields, to the island: *ex oppido*, *per campos*, *ad insulam*.

The grand review: verbs, and say it out loud. The other column of the parade: **amo** across all three tenses, the course's one great verb chant, this quarter's crown. Present: *amo*, *amas*, *amat*, *amamus*, *amatis*, *amant*. Imperfect: *amabam*, *amabas*, *amabat*, *amabamus*, *amabatis*, *amabant*. Future: *amabo*, *amabis*, *amabit*, *amabimus*, *amabitis*, *amabunt*. Then sum the same way: *sum-row*, *eram-row*, *ero-row*. Chant the

whole thing standing, as the closing inspection of Legion Day will demand. Three final flashcards join the deck, all armor: *galea*, helmet; *lorica*, breastplate; *iustitia*, righteousness; with *veritas* (truth) and *salus* (salvation) as parting sight words, met in the armor and saluted.

Try it: Legion Day. The quarter ends the way a campaign should: on parade. The student hosts, the family musters. The order of ceremony: first the **camp**, the Unit 1 map presented and its Latin labels translated; then the **story**, Androclus performed, narrator and translator, from the marked-up script; then the **armor**, the family led piece by piece through the armor of God with the Latin names on big cards, each one taught, parsed and handed to a family member to hold; and last the **inspection**, the full chant stack delivered standing, three noun charts, amo in three tenses, sum in three tenses, clean and loud. Then Ephesians 6 is read aloud over the assembled armor-bearers, and the quarter is dismissed with honor. Bread and grapes afterward, in the grade 5 tradition, for veterans.

PICTURE STUDY



Replica Armor of a Roman Legionary, Modern armorers, after finds from the first century A.D., Modern replica of first-century equipment · Iron, brass and leather, as displayed in a museum case · Worcester City Art Gallery and Museum, England

Photo: ReptOn1x, via [Wikimedia Commons](#), CC BY-SA 3.0

This is the gear Paul's guards wore, rebuilt by modern armorers from pieces dug up across the old empire, the same kit in Lesson 1.2's carvings, now close enough to study buckle by buckle. The iron bands of the lorica segmentata slide over each other so a man can swing a sword and dig a ditch; the galea flares behind to guard the neck; the great scutum curves to wrap its carrier. Worcester stands near Roman sites in a land the legions held for three and a half centuries; the museum shows the armor where the army actually marched.

Look closely

- Find the overlapping iron bands of the lorica and how they are hinged and laced: armor built like a lobster, strong and bendable at once.
- Look at the galea's cheek-pieces and flared neck-guard: every opening a sword could find has a plate answering it.
- Study the scutum's curve and its painted wings and thunderbolts. Leather-faced and doused with water, such shields quenched real fire arrows, Paul's exact picture for the shield of faith.
- Notice what is missing from the case: the man. Armor is a promise that must be put on; that is the verb Paul chose, *induete*, put ye on.

Talk about it

1. Paul matched each piece to a virtue: belt to truth, breastplate to righteousness, shield to faith, helmet to salvation, sword to the word of God. Pick one piece and explain why the match is apt, not random.
2. The armor protects everything except a soldier who will not wear it. What is the spiritual point hiding in that plain fact?
3. After ten weeks with Rome's army, what do you admire in it, and what does Ephesians say is different about the Christian's warfare, 'not against flesh and blood'?

ACTIVITY

The armor cards and the Legion Day muster

Today you build Legion Day's centerpiece, the armor of God on big Latin cards, and then you muster the whole quarter: camp map, story script, chant stack, all checked and staged. The host of a feast prepares; so does the host of a parade.

You will need

- 5 large cards or half-sheets of cardstock, and markers
- 3 index cards for the final vocabulary (galea, lorica, iustitia)
- The course folder: camp map (Unit 1), map quest (Unit 2), autobiography (Unit 3), storyboard and planner (Unit 4), markup script (Unit 5)
- Bread and grapes for after the ceremony (any simple snack serves)

Steps

1. Make the five armor cards, one phrase per card in large Roman capitals with the English beneath: VERITAS (truth, the belt), LORICA IUSTITIAE (the breastplate of righteousness), SCUTUM FIDEI (the shield of faith), GALEA SALUTIS (the helmet of salvation), GLADIUS SPIRITUS (the sword of the Spirit). Draw each piece small in a corner of its card.
2. On the back of each card, write its parsing note in pencil: which words are fully yours (galea, lorica, scutum, gladius, iustitiae) and which genitives are loans (fidei, salutis, Spiritus), so you can teach honestly.
3. Run the full review against the course: decline scutum aloud, both numbers; chant amo and sum across all three tenses; dress three nouns on demand from a family member's call; translate two surprise phrases from the map quest and two sentences from the storyboard.
4. Stage Legion Day: set the camp map, the markup script, the armor cards and the quarter's folder in presentation order. Brief your translator for the Androclus performance.
5. Hold the ceremony: camp presented, story performed, armor taught (hand each card to a family member as its piece is explained), and the standing inspection: the full chant stack, loud and clean. Finish with Ephesians 6:11 and 16–17 read aloud over the card-bearers.

6. Afterward: bread and grapes, and the three final flashcards (galea, lorica, iustitia) into the deck, which now holds the whole course. Run it one last time as a family game: anyone may draw and challenge.

Tips

- Give every family member a card to hold during the reading; armor is better taught onto people than off a table.
- If a chant stumbles during inspection, laugh, breathe, restart that chart. Even the legions drilled by doing it again.
- Keep the parsing honest when a parent asks about fidei: 'a genitive from a declension I will meet in grade 8' is a glorious answer.

Check your work

- ☐ My five armor cards are lettered, illustrated and parsed on the back.
- ☐ I passed my own muster: scutum declined, amo and sum chanted across three tenses, nouns dressed on demand.
- ☐ Legion Day happened: camp, story, armor, inspection, Scripture, feast.
- ☐ The three final flashcards are in the deck, and the family ran the whole deck.

LATIN NOTEBOOK

1. Write the five armor phrases with their English and the piece each names, and mark the three loan-genitives (fidei, salutis, Spiritus) with a small anchor or asterisk.
2. Decline scutum in full, both numbers, from memory, dated: the course's last declining is its own shield.
3. Write amo across all three tenses in three columns, your cleanest chart of the quarter.
4. Write four sentences on what you can do now that you could not do ten weeks ago, and date the page: it is the quarter's own three-time autobiography.

From history. The segmented cuirass in the picture study got its modern name, *lorica segmentata*, from Renaissance scholars; we do not actually know what the soldiers themselves called that model. Rome's own word *lorica* covered mail shirts and scale shirts too, and the army wore all three at once across the empire. Archaeologists reassembled the segmented type from a chest of parts found at Corbridge near Hadrian's Wall in 1964, armor buried seventeen centuries, then rebuilt buckle by buckle, the quartermaster's work finished at last by museum hands.

WORKED EXAMPLES

Example 1. Parse *lorica iustitiae* completely.

▼ **Show solution**

1. *Lorica*: first declension, nominative singular: the breastplate.
2. *Iustitiae*: first declension genitive singular, an ending you own: of righteousness.
3. Noun plus genitive owner: the Unit 2 pattern.

Answer: The breastplate of righteousness: *lorica* nominative, *iustitiae* genitive of possession, every ending taught in this course.

Example 2. Decline *scutum* in full and point out the neuter rule at work.

▼ **Show solution**

1. Singular: *scutum*, *scuti*, *scuto*, *scutum*, *scuto*.
2. Plural: *scuta*, *scutorum*, *scutis*, *scuta*, *scutis*.
3. Mark the matched pairs: nominative and accusative identical in both numbers, plural pair in -a.

Answer: *Scutum*, *scuti*, *scuto*, *scutum*, *scuto*; *scuta*, *scutorum*, *scutis*, *scuta*, *scutis*. The neuter rule holds: *scutum/scutum*, *scuta/scuta*.

Example 3. A family member asks at Legion Day: 'Why can you parse iustitiae but not fidei?' Answer as this course taught you.

▼ **Show solution**

1. Identify iustitiae: first declension, the chart on my poster, genitive singular.
2. Identify fidei: fifth declension, a family of nouns taught in grade 8.
3. State the honest rule: use what you own; greet what you borrow.

Answer: Iustitiae comes from the first declension, whose whole chart I own, so I can parse it: genitive singular, of righteousness. Fidei belongs to the fifth declension, which I meet in grade 8, so this course takes it on loan, and, fittingly for the shield of faith, on faith.

PRACTICE

1. **Easy** Give the meanings: galea, lorica, iustitia.

▼ **Show answer**

Helmet, breastplate, justice (righteousness).

2. **Easy** Match each Latin phrase to its English: scutum fidei, galea salutis, gladius Spiritus, lorica iustitiae.

▼ **Show answer**

Scutum fidei: the shield of faith. Galea salutis: the helmet of salvation. Gladius Spiritus: the sword of the Spirit. Lorica iustitiae: the breastplate of righteousness.

3. **Easy** Chant (or write) amo in the present, imperfect and future, first persons only, with meanings, then the full present row.

▼ **Show answer**

Amo I love, amabam I was loving, amabo I will love; amo, amas, amat, amamus, amatis, amant.

4. **Medium** Decline scutum in full, both numbers.

▼ **Show answer**

Scutum, scuti, scuto, scutum, scuto; scuta, scutorum, scutis, scuta, scutis.

5. **Medium** Dress the nouns and translate: the new helmet; the good swords (subject); of the great shields.

▼ **Show answer**

Galea nova; gladii boni; scutorum magnorum.

6. **Medium** Review parade: translate both ways. (a) *Heri in campo laborabamus; cras in oppido cenabimus*. (b) The queen will give the girls roses.

▼ **Show answer**

(a) Yesterday we were working in the field; tomorrow we will dine in the town.

(b) Regina puellis rosas donabit: dative plural receivers, accusative plural gift, future -bit.

7. **Hard** Full parse, every word: *Servi boni scuta magna ad murum portabant*.

▼ **Show answer**

The good servants were carrying the great shields to the wall. *Servi boni*: nominative plural pair, the doers. *Scuta magna*: neuter accusative plural pair, the done-to. *Ad murum*: accusative with *ad*, motion toward. *Portabant*: imperfect, third plural, agreeing with *servi*: were carrying, kept carrying.

8. **Challenge** Paul chained to a legionary, turning the man's own armor into a sermon: write three Latin sentences of your own about the armor using only endings you own (for example, with *lorica*, *galea*, *scutum*, *gladius* as subjects or objects and your verbs in any of the three tenses), and translate them.

▼ **Show answer**

Any grammatical trio earns full marks. Examples: *Galea nova est*, the helmet is new. *Servus scutum magnum portabat*, the servant was carrying the great shield. *Gladium parabo*, I will prepare the sword. Right endings, right agreement, right tense signs: that is the whole test, and the whole course.

COMMON MISTAKES

- Parsing the loan-genitives as first or second declension: *fidei*, *salutis* and *Spiritus* do not fit your charts, and forcing them breeds false rules. Name them as loans and move on.
- Letting the neuter slip in review: *scuta* is both nominative and accusative plural; *scuti* is genitive singular, never a plural.

- Chanting the three tenses as one blur: amabam and amabo differ by one vowel and a direction of time. Keep the rows separate: -ba- astern, -bo ahead.
- Treating Legion Day as a test instead of a feast. It is a parade of things already learned; the student is the host and veteran, not the examinee.

Make it a game • Armor Muster. Make armor cards: lorica iustitiae, scutum fidei, galea salutis and gladius Spiritus. The parent holds up an item, such as a pot lid for the shield, and you name the Latin piece and its meaning. Then swap: say the Latin and the parent shows the right item. Hold Legion Day: stand in line and recite all four.

Scripture. “Above all, taking the shield of faith, wherewith ye shall be able to quench all the fiery darts of the wicked. And take the helmet of salvation, and the sword of the Spirit, which is the word of God:” (Ephesians 6:16–17, KJV)

Verse 11 gives the command that opens the whole passage: 'Put on the whole armour of God.' Paul wrote it watching real scuta and galeae; Jerome's Latin keeps the ring of the armory: scutum fidei, galea salutis, gladius Spiritus. The course ends with its words put to their oldest good use: carrying the word of God.