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Standards 1.1, 1.2, 3.1, 3.2, 5.2



TEACHER BY THE WAY

Other collections in addition to the *Gesta Rōmānōrum* include the thirteenth century *Legenda aurea* by the Italian Jacobus de Voragine that provided examples or anecdotes for sermons as well as the widely read *Historia Britonum*. Written by Geoffrey of Monmouth in the twelfth century, this work was so far from being a real “history” in our sense of the term that it has been said to contain not a single story based on fact—but it was a major source for the stories about King Arthur and his knights.



TEACHER BY THE WAY

Theodosius II (408–450 CE) ruled only in the eastern half of the Roman Empire, and is best known for his construction of the walls of Constantinople, the capital of the Eastern Roman Empire, and his production of a great codification of Roman law, known as the *Cōdex Theodosiānus*.



TEACHER BY THE WAY

The tragedy *King Lear* centers on a king who favors two of his daughters because they flatter him but disowns a third daughter, who refuses to flatter him. The two daughters who had flattered him, however, prove to be less than loyal to their father when he is beset by difficulties. Geoffrey of Monmouth’s “history” included King Lear, which may have provided source material for Shakespeare’s tragedy.

TRANSLATION OF LATIN READING PASSAGE

About the Emperor Theodosius

Theodosius the most illustrious Roman emperor had three very beautiful daughters. On a certain day he asked the oldest daughter how much she esteemed her father. Then the daughter said: “I esteem you more than myself.” These words really pleased the emperor and he gave his daughter to the most distinguished king of all, so that the king would marry her.

After these things, the emperor came to his second daughter and he asked her how much she esteemed her father. Then the second daughter said: “I esteem you as much as I do myself.” These words sufficiently pleased the emperor and he gave the second daughter to a certain duke, so that the duke would marry her.

At last the emperor came to his youngest daughter and he asked her how much she esteemed her father. Then the third daughter said: “I esteem you as much as you deserve.” These words did not please the emperor greatly, and he gave the third daughter to a certain knight, so that the knight would marry her.

A little while later the emperor Theodosius was defeated in war, and it was necessary for the emperor to flee from his lands. So the emperor wrote to his oldest daughter to seek help from her. But the oldest daughter sent only five soldiers from her husband’s army to her father. The emperor really grieved and said: “No one is more wretched than I. <For> I believed that my first daughter was going to send large help to me.”

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Then the emperor wrote to his second daughter at once, who answered that her father could live at her and her husband’s home and have food and clothing. But she promised nothing else. Then the emperor was very sad, and he said: “I have been deceived by two daughters.”

Next the emperor at once wrote to his third daughter, who understood her father's need. The youngest daughter sought the help of her husband, and these two prepared a great army, which they led against the enemies of the emperor. After the enemy was defeated, the third daughter and her husband restored the emperor to power. And so the father strongly praised the third daughter, who had been more faithful than the other daughters. This daughter was made the heir of the emperor, and after the death of her father she held the highest place in the empire for many years in peace.

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TEACHER BY THE WAY

nātū (as if from *nātus, ūs*) only exists—in classical writers—in the ablative singular and means “in respect of birth”; the phrase *nātū maxima* literally means “greatest in respect of birth<date>.”



TEACHING TIP

While English derivatives from the asterisked words (i.e., the Vocabulary to Learn) are the topic of Exercise 2 which will be found later in this chapter, there are some interesting derivatives from the non-asterisked words and some of these show how words change through the years. The teacher may choose to discuss these derivatives with the students.

- *clārissimus* (superlative of *clārus*) – claret, clarify, clarinet, clarion, clarity, clear, clearance, clearing (n.), clearly, chanticleer, declaration, declare

The word claret refers to a dry, red table wine and is derived through the French (*vin*) *claret* = clearish (wine).

Clarion refers to the instrument or the shrill and clear sound it makes.

Clarinet is derived through the OF word *clarin* for “clarion” which comes from the LL *clariō* (trumpet). The French word *clarinette* is a diminutive of *clarine* (little bell) and gives us the form of the word clarinet.

A chanticleer is a rooster, so called from its clear, loud crowing.

A declaration (from *dē* = down from, and *clārus* = clear) makes things clear.

- *dux* (from *dūcō* = to lead) – ducal, ducat, duchess, doge, duct, duke

The word doge is the Italian Venetian variant of *duce*; it was the title of the chief magistrate in Venice and Genoa.

A ducat is a gold coin first issued in Venice in 1284 and stamped with the portrait of a “doge.”

- *eques* (from *equus* = horse) – equestrian
- *gesta* (from *gerō* = to carry, wear, bring, bear, produce, perform) – gesticulate, gesture, jest, jester, congested, suggest, digest, gestation, indigestion, register (illustrating the usual e/i vowel exchange)

Instead of expressing themselves in words, the coaches used gestures to produce the performance they wanted from their teams.

Gestation refers to the period during which a baby is carried in the womb.

The word jest gradually acquired its modern meaning of “joke” as it traveled through OF *geste* which meant “idle tale,” then “mocking speech,” and finally “joke.”