

### **Latin IV AP: Vergil Syllabus**

Latin IV AP follows the Advanced Placement syllabus which guides the student through an in-depth study of the *Aeneid* of Publius Vergilius Maro. Students will further develop their fluency in reading Latin through daily vocabulary preparation and in-class sight reading, in addition to nightly passage preparation. In discussing major themes, historical relevance, and poetic technique, students will come to appreciate the Vergil's mastery. Accuracy and speed in translation will be expected of the AP candidate, as well as the concise communication of ideas in critical analysis. Students are required to take the AP Latin: Vergil Exam.

**Course Goals:** At the end of this course students will:

1. be able to translate accurately the almost 2000 lines of Vergil's *Aeneid* as stipulated by the AP curriculum.
2. understand the epic genre as seen in the *Aeneid*; also have working knowledge of the *Iliad* and *Odyssey* of Homer.
3. know the background and characters of the Trojan War story
4. know the historical framework surrounding the writing of the *Aeneid*, including the impact of the Punic Wars; the effects of several civil wars and internal conflict in the final century BCE; the fear associated with Cleopatra; Antony's defeat at the Battle of Actium; and the coming of Augustus and the Golden Age.
5. continue to evaluate important figures of speech and to analyze dactylic hexameter.
6. understand the content of the *Aeneid* and be able to analyze the poem critically as a work of art.
7. know Latin grammar and syntax and be familiar with poetic exceptions and special forms.
8. improve fluency in reading Latin literature at sight.

**Prerequisites:**

1. Successful completion of Latin III and recommendation of teacher.
2. Summer reading: *Aeneid* in English. Recommended translations: Fitzgerald, C. Day Lewis, David West (prose translation), Rolfe Humphries, Allen Mandelbaum. Detailed reading quizzes occur on the first few classes in the fall.
3. Recommended summer reading: Homer's *Iliad*. (Students have read the *Odyssey* in 9<sup>th</sup> grade English)
4. Complete mastery of the "General Word List" in the back of Boyd's text.

**Instructional Rationale:**

Since we meet in a rotating block schedule, students have 80 minute classes two or three times per week. In order to complete the required AP selections on time, as well as to have time for assessments, discussions and analysis of books read in English and of relevant articles, we must read about thirty lines of Vergil per class. Since this breakneck pace does not ensure careful reading and discussion, I have found that students benefit most from reading all passages at sight in class FIRST, and then rereading them at home. Students therefore have a several things to prepare at home each night, and each class meeting must comprise several elements.

### **Student Responsibilities for At-home Preparation:**

1. Vocabulary: students are given a vocabulary list of between 50 and 100 words prior to the next class's sight passage. While perfect memorization is not required, students must have good working familiarity with every word that will appear on the next class's passage. A quick vocabulary review game will begin each class for further reinforcement.
2. Preparation of previous class's passage: students must reread the passage translated last class and produce a quality literal translation. We review the previous passage each day before going on to the new one.(see #5).
3. Form review: periodically students are asked to review forms for in-class synopsising, conjugating and declining.
4. Criticism: two articles on Vergil and the *Aeneid* are assigned per quarter for careful reading and class discussion. Students usually have a week to prepare for these discussions.
5. Rotating presentations: on a rotating basis, each student will be assigned one class's passage to "recap": she will be responsible for a perfect literal translation of the passage read at sight the previous class, as well as identifying poetic devices, analyzing literary content and meter, and posing discussion questions to the class.
6. English Passages: Students are responsible for rereading the English passages and books of the Aeneid as we pass them in Latin. Content quizzes, student summaries, small projects and discussions are used for assessment purposes.

### **Student Requirements in Class:**

1. Preparation: there are very few acceptable excuses for not being prepared. Absentees are required to meet with teacher as soon as possible to sight read the missed passage. Students will be prepared to retranslate any passage read earlier, especially from the previous class period.
2. Daily Sight Reading Grade: Students will be given a daily sight reading grade (0-5), based on familiarity with vocabulary, ability to analyze grammar of passage (including knowledge of case endings, verb forms, all advanced constructions), and comprehension of passage's importance in the epic as a whole. This daily grade will make up 40% of the student's quarter average.
3. Participation: students will contribute to discussions of grammar, syntax, vocabulary, rhetorical figures, meter, literary analysis, and historical significance.

### **Classroom Procedure:**

1. Vocabulary review game including today's words as well as any from the mastery list; instructor has developed eight quick Latin vocabulary review games which are easy to implement. Quizzes, grammar reviews, music or movie clips may be substituted throughout year, as well as practice sight translation with multiple choice responses, or short analytical essays. (15-25 minutes)
2. Review of last class's passage (30 lines). Early in the year, instructor provides review and simply checks student work; as year progresses, students take

over the task, also completing analyses of passages and posing discussion questions for the class. (20-30 minutes)

3. Sight translation of day's passage(30 lines). Each student reads aloud in Latin and then translates 5 or 6 lines. Most students will translate each day and receive a daily sight reading grade (0-5), based on familiarity with vocabulary, ability to analyze grammar of passage (case endings, verb forms, all advanced constructions), and fluidity of translation. If a student does not translate, he will begin in the next class. All students will translate an equal number of times each quarter. (20-30 minutes)

4. Students take notes on any commentary (teacher or text) regarding the day's passage: literary interpretation, figures of speech, metrical analysis, historical significance(during translation).

5. Discussion of outside reading (articles, additional passages of Aeneid in translation) as indicated by daily syllabus, and as time permits. Frequently in-class writing assignments may replace these discussions, as well as practice sight translation with multiple choice responses. (15 minutes)

6. Throughout the year, students will receive instruction and advice on strategies for effective test-taking. Topics will include:

- a)sight translation with multiple choice assessment;
- b)literal translation with immediate assessment according to AP standards;
- c)techniques for analyzing and interpreting poetry (SWIMTAG, commenting effectively on theme, structure, figurative language, etc.);
- d)hints for effective essay writing, using prompts throughout the year based on published free-response questions from AP;
- e)strategies for "referring specifically to the Latin" in V3-V6.

### **Assessment:**

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| 1. Daily reading grade  | 40% of quarter grade |
| 2. Review quizzes of Aeneid in translation  | 15% of quarter grade |
| 3. Short essays on passages in Vergil text,<br>to prepare for V3-V6 on AP exam  | 15% of quarter grade |
| 4. Translation tests every 200 lines, with<br>essay questions on content, grammar,<br>figures of speech, and in-depth<br>analysis   | 20% of quarter grade |
| 5. Rotating "Recap" assignment : student<br>responsible for a perfect literal translation<br>of previous class's passage, as well as<br>identifying poetic devices, analyzing literary<br>content and meter, and posing discussion<br>questions to the class. | 10% of quarter grade |
| (6. In the 3 <sup>rd</sup> quarter, students must write a<br>3-5 page essay on forces of violence<br>in Book IV of the <i>Aeneid</i> . Included in test percentage.)  |                      |

**Required reading:**

1. The *Aeneid* in Latin: Book I, lines 1-519; Book II, lines 1-56, 199-297, 469-566, 735-805; Book IV, lines 1-448, 642-705; Book VI, lines 1-211, 450-476, 847-901; Book X, lines 420-509; Book XII, lines 791-842, 887-952.
2. Entire *Aeneid* in translation (required for summer; reread during year).  
Recommended translations: Robert Fagles, Robert Fitzgerald, Allen Mandelbaum, C. Day Lewis, David West, Rolfe Humphries

3. Selected articles:

Anderson, William S., "Carthage and Troy: Books I&II," in *The Art of the "Aeneid."* Bristol: Bristol Classical Press, 1989.

Boyd, Barbara W. "Tum Pectore Sensus Vertuntur Varii": Reading and Teaching the End of the *Aeneid*." In *Approaches to Teaching Vergil's "Aeneid."* 80-86. New York: The Modern Language Association of America, 2002.

Feeney, D.C. "History and Revelation in Vergil's Underworld." In *Why Vergil? A Collection of Interpretations*, compiled by Stephanie Quinn, 108-119. Wauconda, IL: Bolchazy-Carducci, 1999.

Knox, Bernard M.W. "The Serpent and the Flame." In *Why Vergil? A Collection of Interpretations*, compiled by Stephanie Quinn, 65-79. Wauconda, IL: Bolchazy-Carducci, 1999.

Poschl, Viktor. "Basic Themes." In *The Art of Vergil: Image and Symbol In the "Aeneid."* Ann Arbor: University of Michigan, 1970.

Poschl, Viktor. "Storm at Sea." In *The Art of Vergil: Image and Symbol In the "Aeneid."* Ann Arbor: University of Michigan, 1970.

Staley, Gregory A. "Aeneas' First Act: I.180-194." In *Why Vergil? A Collection of Interpretations*, compiled by Stephanie Quinn, 52-64. Wauconda, IL: Bolchazy-Carducci, 1999.

**Quarter 1 Syllabus:**

RECAP= reread passage which has been sight-read the previous class

SIGHT= students take turns sight-reading day's passage of about 30 lines

GRAMM.REV.= students are asked to review grammatical constructions in the appendix after a summer away from Latin.

Vocabulary quizzes 1-8 are taken from a list of frequently occurring words in the *Aeneid*.

Daily vocabulary lists (A,B,C) are specific to the day's sight-reading passage.

<i>Date/Class #</i>	<i>In-class reading, tests</i>	<i>Vocabulary lists, passage preparation due next class</i>
Sept./#1	I.1-11 at sight Summer reading quiz #1 (books 1,2,3 Aeneid), vocabulary lists 1&2 quiz	Memorization assigned (I.1-11); due at end of quarter. Vocab.list A
Sept./#2	RECAP: I.1-11 SIGHT: I.12-33 (A) Summer reading quiz #1 (books 4,5,6 Aeneid), vocabulary lists 3&4 quiz	GRAMM.REV.: APP. 5-14 Vocab.list B
Sept./#3	RECAP: I.12-33 (A) SIGHT: I.34-64 (B) Summer reading quiz #1 (books 7,8,9 Aeneid), vocabulary lists 5&6 quiz	GRAMM.REV.: APP. 15-21 Vocab.list C
Sept./#4	RECAP: I.34-64 (B) SIGHT: I.65-91 (C) Summer reading quiz #1 (books 10,11,12 Aeneid), vocabulary lists 7&8 quiz	GRAMM.REV.: APP. 22-26 Vocab.list D
Sept./#5	RECAP: I.65-91 (C) SIGHT: I.92-123 (D) Poetic devices review	GRAMM.REV.: APP. 26-32 Vocab.list E Poschl: "Basic Themes"
Sept./#6	RECAP: I.92-123 (D) SIGHT: I.124-143 (E)	GRAMM.REV.: APP.33-41 Vocab.list F
Sept./#7	RECAP: I.124-143 (E) SIGHT: I.144-169(F) Discuss Poschl, "Basic Themes"	GRAMM.REV.: APP. 42-47 Vocab.list G
Sept./#8	RECAP: I.144-169(F) SIGHT: I.170-197 (G)	GRAMM.REV.: APP.47-50 Vocab.list H
Sept./#9	RECAP: I.170-197 (G) SIGHT: I.197-222 (H)	PREPARE FOR TEST I.1-222
Sept./#10	TEST I.1-222	Vocab.list I Staley: "Aeneas' First Act"
Oct./#11	RECAP: I.198-222 (H) SIGHT: I.223-253 (I)	Vocab.list J
Oct./#12	RECAP: I.223-253 (I) SIGHT: I.254-277 (J) Discuss Staley	Vocab.list K
Oct./#13	RECAP: I.254-277 (J) SIGHT: I.278-296 (K)	Vocab.list L
Oct./#14	RECAP: I.278-296 (K) SIGHT: I.297-324 (L)	Vocab.list M
Oct./#15	RECAP: I.297-324 (L) SIGHT: I.325-342 (M)	Vocab.list N
Oct./#16	RECAP: I.325-342 (M) SIGHT: I.343-371 (N)	Vocab.list O

Oct./#17	RECAP: I.343-371 (N) SIGHT: I.372-401(O)	Prepare for test
Oct./#18	TEST I.223-401	Vocab.list P Memorization due ☹
Nov./#19	RECAP: I.372-401(O) SIGHT: I.402-429 (P)	Vocab.list Q Memorization due ☹
Nov./#20	RECAP: I.402-429 (P) SIGHT: I.459-489 (Q)	Vocab.list R Memorization due ☹

### **Quarter 2 Syllabus**

MOC= Master of Ceremonies: student will recap the previous day's passage, point out interesting poetic features and pose questions for discussion. As time permits, MOC will also read aloud the day's sight passage in Latin.

<i>Date/Class #</i>	<i>In-class reading, tests</i>	<i>Vocabulary lists, passage preparation</i>
Nov./#21	RECAP: I.459-489 (Q) MOC: <i>student name</i> SIGHT: I.490-519(S)	Vocab. list S MOC next: <i>student name</i>
Nov./#22	RECAP: I.490-519(S) MOC: SIGHT: II.1-25 (T)	Vocab. list T MOC next
Nov./#23	RECAP: II.1-25 (T) MOC: SIGHT: II.26-56 (U)	Vocab. list U MOC next
Nov./#24	RECAP: II.26-56 (U) MOC: SIGHT: II.199-227 (V)	Vocab. list V MOC next
Nov./#25	RECAP: II.199-227 (V) MOC: SIGHT: II.228-253 (W)	Vocab. list W MOC next
Nov./#26	RECAP: II.228-253 (W) MOC: SIGHT: II.254-280 (X)	Vocab. list X MOC next
Dec./#27	RECAP: II.254-280 (X) MOC: SIGHT: II.281-297 (Y)	STUDY FOR TEST
Dec./#28	TEST: II.1-56, 199-297	Vocab. list Y MOC next
Dec./#29	RECAP: II.281-297 (Y) MOC: SIGHT: II.469-495 (Z)	Vocab. list Z MOC next
Dec./#30	RECAP: II.469-495 (Z) MOC: SIGHT: II.496-525 (AA)	Vocab. list AA MOC next
Dec./#31	RECAP: II.496-525 (AA) MOC: SIGHT: II.526-558 (BB)	Vocab. list BB MOC next
Dec./#32	RECAP: II.526-558 (BB) MOC: SIGHT: II.559-566, 735-751 (CC)	Vocab. list CC MOC next
Dec./#33	RECAP: II.559-566, 735-751 (CC) MOC: SIGHT: II.752-775 (DD)	Vocab. list DD MOC next
Jan./#34	RECAP: II.752-775 (DD)	STUDY FOR TEST

	MOC: SIGHT: II.776-804 (EE)	
Jan./#35	TEST: II.297 ff.	Vocab. list FF MOC next
Jan./#36	RECAP: II.776-804 (EE) MOC: SIGHT: IV.1-30 (FF)	
Jan./#37	RECAP: IV.1-30 (FF) MOC: SIGHT: IV.31-53 (GG)	Vocab. list GG MOC next
Jan./#38	RECAP: IV.31-53 (GG) MOC: SIGHT: IV.54-89 (II)	Vocab. list HH MOC next

### Quarter 3 Syllabus

Two students are now responsible for reviewing the previous passage, identifying poetic devices, and posing discussion questions. We shall read the latin aloud only occasionally. Since you are now advanced readers of Vergil, you should do some outside research on your assigned passage (sse me for sources).

<i>Date/Class #</i>	<i>In-class reading, tests</i>	<i>Vocabulary lists, passage preparation</i>
Jan./#39	RECAP: MOCs: SIGHT:	Vocab. list II MOCs next
Jan./#40	RECAP: MOCs: SIGHT:	Vocab. list JJ MOCs next
Jan./#41	RECAP: MOCs: SIGHT:	Vocab. list KK MOCs next
Feb./#42	RECAP: MOCs: SIGHT:	Vocab. list LL MOCs next
Feb./#43	RECAP: MOCs: SIGHT:	Vocab. list MM MOCs next
Feb./#44	RECAP: MOCs: SIGHT:	STUDY FOR TEST
Feb./#45	TEST IV.1-222	Vocab. list NN MOCs next
Feb./#46	RECAP: MOCs: SIGHT:	Vocab. list OO MOCs next
Feb./#47	RECAP: MOCs: SIGHT:	Vocab. list PP MOCs next
Feb./#48	RECAP: MOCs: SIGHT:	Vocab. list QQ MOCs next
Feb./#49	RECAP: MOCs: SIGHT:	Vocab. list RR MOCs next

Mar./#50	RECAP: MOCs: SIGHT:	Vocab. list SS MOCs next
Mar./#51	RECAP: MOCs: SIGHT:	Vocab. list TT MOCs next
Mar./#52	RECAP: MOCs: SIGHT:	STUDY FOR TEST
Mar./#53	TEST IV.223-449	Vocab. list UU MOCs next
Mar./#54	RECAP: MOCs: SIGHT:	Vocab. list VV MOCs next
Mar./#55	RECAP: MOCs: SIGHT:	BOOK V MINI PROJECTS
Mar./#56	BOOK V MINI PROJECTS	Vocab. list WW MOCs next
Apr./#57	RECAP: MOCs: SIGHT:	Vocab. list XX MOCs next
Apr./#58	RECAP: MOCs: SIGHT:	Vocab. list YY MOCs next

#### Quarter 4 Syllabus

**Back to one student responsible for recap. Students are asked to review passages from book I and II in addition to their regular daily assignments, and we shall practice literal written translation from these review sections once per week. Also there are weekly practice with written analysis and multiple choice sight reading.**

<i>Date/Class #</i>	<i>In-class reading, tests</i>	<i>Vocabulary lists, passage preparation</i>
Apr./#59	RECAP: MOC: SIGHT:	Vocab. list ZZ MOC next
Apr./#60		Vocab. list ALPHA MOC next
Apr./#61		Vocab. list BETA MOC next
Apr./#62		Vocab. list GAMMA MOC next
Apr./#63		Vocab. list DELTA MOC next
Apr./#64		Vocab. list EPSILON MOC next
Apr./#65		Vocab. list ZETA MOC next
Apr./ #66		Vocab. list ETA MOC next
May/#67		Vocab. list THETA MOC next
May/#68		Vocab. list IOTA



		MOC next
May/#69		Vocab. list KAPPA MOC next
May/#70		Vocab. list LAMBDA MOC next
May/#71		EXAM FRIDAY
	EXAM DAY	

After the exam, students will vote on whether to read more Vergil (*Aeneid* Book VIII or the *Georgics*), to learn some ancient Greek, or to learn some Italian. Most are senior, and will have as few as ten classes left.