Unit 1: Vergils Life & His Times

Content Area: **World Languages**
Course(s):
Time Period: **September**
Length: **10 blocks**
Status: **Published**

Transfer Skills

VERGIL'S LIFE AND HIS TIMES

The student will be able to discuss the impact and influence of the Golden Age of Roman Literature and of Vergil on subsequent literature.

The student will be able to explain Vergil's choice of Aeneas as hero of his epic.

Enduring Understandings

Vergil's influence has been felt not only by poets and authors but also by the many people who have read this epic for the past 2000 years.

Epic poetry was considered the highest, most dignified verse form.

Propaganda has always been employed by those in power, blurring the lines between art and manipulation.

Retaining the benefits of language study requires regular review and steady exposure.

Essential Questions

What is gained by setting contemporary themes in a remote, mythological past?

Why does a return to "old-style" morality and values seem so appealing in a period of transition?

How does one read beyond the text to the layers of meaning and transcend mere words?

How dynamic in literature is the structure of *in medias res* and its corollary device , the flashback?

Does utilization of good grammar develop clear, rational, and deductive thought?

Content

Key Vocabulary: Eclogues, Georgics, Augustan Era, Iliad, Odyssey, epic poetry, *in medias res,* dactylic hexameter

Skills

- **Translate** with accuracy connected Latin poetry
- **Verify translation** with key grammatical constructions
- **Recall the case forms of all declensions.**
- **Recall** major events and political trends which led to the collapse of the Roman Republic
- **Cite** benchmark dates in the life of Vergil
- **Discuss** the impact and influence of the Golden Age of Literature and of Vergil on subsequent literature and the arts
- **List** basic literary conventions of an epic poem
- **Explain** Vergil's choice of Aeneas as hero
- **Analyze** the Homeric epic and its influence on Vergil's Aeneid
- **Recall** the myth of Aeneas and the story of his quest for Hesperia

Resources

Cambridge Latin Course (CLC) Textbook Unit 4- Stage 35 "epistulae"

CLC Unit 4 Omnibus

CLC Unit 4 Activity Masters

CLC Unit 4 Teacher Handbook

Quia: www.quia.com

Kahoot: www.kahoot.com- "Roman Letter Writing"

Quizlet: www.quizlet.com- "Stage 35 Vocabulary"

Cultural and Historical DVDs

Maps of Europe

Teacher generated worksheets- Supines, Indirect Statement

Roman Culture Websites- *https://earlychurchhistory.org/communication/letter-writing-in-the-ancient-world/*

Standards

WL.7.1.IH.A	Interpretive Mode
WL.7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
WL.7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
WL.7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
WL.7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.