UNIT 1, VERGIL, AENEID, Book 1

Content Area: **World Languages**
Course(s): **AP Latin**
Time Period: **September**
Length: **12-13 block classes**
Status: **Published**

Enduring Understandings

Effective comprehension of Latin is dependent on students' skill in identifying definitions and metrical devices in order to readily interpret summations and literal translations of Latin words.

The ability to combine the knowledge of use, grammar/syntax, morphology, and vocabulary of the Latin language should be implemented to create the most literal, yet reflective, translation possible.

Contextual knowledge is informed through historical and mythological concepts.

Essential Questions

Theme 1: Literary Genre and Style Essential Questions:

- What should we expect from a Latin epic or commentarii in terms of form and content? How do the authors confirm or challenge our expectations?
- What are the purposes and effects of Vergil's and Caesar's style?
- What points of view do Vergil and Caesar take when describing events? How do they represent themselves and for what purposes?
- What means do the authors use to develop characters in the works? How do the authors portray female characters?
- How do the authors use characterization to develop key themes?

Theme 4: Leadership Essential Questions:

- What different types of leaders (both male and female) and leadership styles do we see in these works?
- How do leaders deal with setbacks and failures?
- How does a leader inspire others to follow?

Theme 7: Human Beings and the Gods Essential Questions:

- What roles do the gods play and how are they perceived? To what extent do the gods of other peoples resemble those of the Romans?
- How do the authors portray fate? How does fate affect human beings?
- How and why do human beings and gods communicate with one another?

Further questions:

- What makes the Aeneid an epic?
- What expectations should we have of the narrative given that the story is an epic?
- What are we to think of epic characters, especially heroes, from the way they are introduced?
- How might it affect Aeneas to talk to someone whom he suspects is a goddess only to realize too late

that it is his own mother?
- What do we learn about Roman expectations of women from meeting Dido?
- To what extent is pietas as a Roman character trait developed?
- To what extent is the character of Aeneas as a hero developed?

Content

Vergil, Aeneid, Book 1

- Lines 1-209
- Lines 418-440
- Lines 494-578
- Entirety of Book 1 in translation.

Further topics of inquiry:

- Genre of epic poetry and applicable writing conventions
- Role of the Muse
- Use of dactylic hexameter
- Juno's historical source of anger toward the Trojans
- Divine power dynamics
- Parallels between divine and earthly politics
- Anthropomorphism of gods
- Characteristics of leadership
- Roman perception of nature
- The hero's commitment to friends
- Fame
- Myth vs. fact/history
- Conventions of hospitality

Skills

Lines 1-49	Translation	2A: Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	2.A.i: Create rendering in English that reflects an appropriate meaning of the Latin words. 2.A.ii: Create rendering in English that reflects the parts of speech of

			the Latin words.	
	Contextualization	3.F Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.	3.F.i: Identify characteristics of literary genres (e.g., epic, commentarii) in the Latin texts. 3.F.ii: Identify literary conventions (e.g., invocation of the Muse, address to the troops, characterization) in the Latin texts. 3.F.iii: Explain characteristics of literary genres as relevant to the understanding of the Latin texts. 3.F.iv: Explain literary conventions as relevant to the understanding of the Latin texts. 3.F.v: Explain an author's circumstances, background, and life as relevant to the understanding of the Latin texts.	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
	Argumentation	5.A Articulate a defensible claim or thesis.		
LInes 50-91	Translation	2.B Demonstrate knowledge of Latin morphology when translating Latin texts into English.	2.B.i: Create rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs).	• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
	Contextualization	3.E Use knowledge of mythology and legends to demonstrate understanding of Latin texts.	3.E.i: Identify elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based on context or outside knowledge. 3.E.ii: Explain mythology and legends as relevant to the Latin texts. 3.E.iii: Connect information in the required English readings to information in the Latin texts, as relevant to mythology and legends.	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
Lines 92-156	Reading and Comprehension	1.G Identify stylistic features in Latin poetry and	1.G.i: Identify rhetorical devices and figures of speech (e.g., anaphora, hyperbole,	• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written

		prose.	metaphor, rhetorical questions) in Latin texts.	language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Translation	2.C Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.	2.C.i: Create rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns and their antecedents, subordinate clauses). 2.C.ii: Create rendering in English that reflects the relationships between clauses	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
Lines 157-209	Reading and Comprehension	1A. Demonstrate knowledge of Latin vocabulary.	1.A.i: Define Latin words and idioms. 1.A.ii: Distinguish between easily confused Latin words (e.g., vir/vis, mos/mora). 1.A.iii: Indicate understanding	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

			that more than one Latin word may be appropriately translated by the same English word (e.g., mare, aequor, fluctus as “sea”). 1.A.iv: Indicate understanding that one Latin word may be appropriately translated by more than one English word (e.g., vir as “man,” “hero,” “husband”).	• 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
	Translation	2.D Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	2.D.i: Create rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives).	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
	Textual Analysis	4.B Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.	4.B.i: Analyze the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the signa; cultural practices such as military techniques; cultural perspectives such as virtus, dignitas, pietas, auctoritas).	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
Lines 418-440	Reading and Comprehension	1.C Use specific terminology to identify grammatical forms and syntactic structures.	1.C.i: Identify grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs). 1.C.ii: Identify syntactic structures (e.g., indirect statement).	• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
	Contextualization	3.C Relate Roman cultural products in Latin texts to perspectives of Roman culture.	3.C.i: Identify Roman cultural products (e.g., fasces, Penates, legio) not directly stated in the Latin texts, based on context or outside knowledge. 3.C.ii: Explain the significance of	• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

			Roman cultural products as relevant to the Latin texts. 3.C.iii: Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural products	
Lines 494-578	Reading and Comprehension	1.E Scan dactylic hexameter in Latin poetry.	1.E.i: Identify the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision). 1.E.ii: Mark scansion of dactylic hexameter. 1.E.iii: Determine vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words).	• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
	Argumentation	5.B Support the argument using relevant evidence from Latin texts and readings in English.		

Applicable NJSLS-WL intercultural statements (interpretive mode of communication, intermediate high/mid):

- Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Presentational mode:

Although Latin is explored in primarily the interpretive mode, the poetic form of the Aeneid is especially susceptible to skill acquisition through the learning and presentation of dactylic hexameter. Information is conveyed through the poetic format. Accordingly, scansion of Dactylic hexameter and presentation of the text in metrically accurate format aligns with NJSLS-WL standard: • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short

paragraphs and often using major time frames.

Resources

- Text
- AP Classroom
- Latin Tutorial.com
- Hexameter.co
- Latin Tutorial youtube
- Dickinson College Commentaries
- Perseus Project
- The Vergil Project
- Latin Teaching Materials at Saint Louis University
- Videos from Dickinson College Commentaries

Assessments

- Formative and summative assessment through regular written and oral translations
- Thesis development
- Essay arguing developed thesis
- Formative assessments on matters of grammar, syntax and vocabulary through both electronic platforms and written exercises
- Formative (electronic and written) assessments on scansion
- Personal Progress Check through AP Classroom

Standards