UNIT 3, VERGIL, AENEID, Book 2

Content Area: **World Languages**
Course(s): **AP Latin**
Time Period: **December**
Length: **7 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.

Text analysis should seek to reflect upon the knowledge of the Latin work through clear and coherent arguments

Essential Questions

Theme 3: War and Empire Essential Questions:

- Why do wars happen? What questions do these works raise about the consequences of war?
- What questions do the works raise about diplomacy, negotiation, and peacemaking?
- What are the perspectives of Vergil and Caesar concerning Roman imperialism? What are the perceived purposes, benefits, and costs of empire?
- What are the effects of war on women and noncombatants?
- How do the texts portray enemy groups?

Theme 6: History and Memory Essential Questions:

- How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly?
- In what ways do the works reflect the impact of an individual on historical events?
- Within these works, how does shared experience build and sustain communities?
- How do the authors use historical exempla (heroic ancestors, critical events), and for what purposes?
- How do individuals in these works use their understanding of the past to create their present and future?
- How do the authors see the importance of historical events for the Roman people?

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 Essential Questions:

- What does Vergil gain as an artist by making Aeneas recount these scenes of war?
- What does it mean to learn that the gods themselves are destroying your home?
- What is Vergil trying to say about heroism and honor in the story of Priam and Neoptolemus or about fathers and sons in the story of Anchises and Aeneas?
- What effect might Aeneas's account have had on those listening: his fellow Trojans, who have suffered it; the Carthaginian citizens, who are also refugees; or Dido, a fellow leader who has also escaped violence?
- 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 2

- Lines 40-56
- Lines 201-249
- Lines 268-297
- Lines 559-620
- Entirety of Book 2 in translation.

Further topics of inquiry:

- Divine exploitation of mortals
- Author specific vocabulary
- Vergilian style
- Fine art representing literature
- Father-son relationships
- Literary devices in epic
- Pietas as an heroic trait
- Memory as a way of knowing history
- Roman family
- Roman religion - Penates
- What is Dido thinking as Aeneas relates searching for Creusa?
- Whose voice is heard, Aeneas's as narrator or Vergil's as author? Are they different?

Skills

Reading	Skill category	Skill	Learning objectives	NJSLS-WL standards
Lines 40-56,	Reading and Comprehension	1.B Explain the meaning of Latin	1.B.i: Identify the meaning of Latin words and phrases in	• 7.1.IH.IPRET.2: Demonstrate comprehension

201-249		words and phrases in context.	context. 1.B.ii: Explain the meaning of Latin words and phrases in context. 1.B.iii: Explain the figurative meaning of Latin words and phrases in context (e.g., ferrum as “sword,” lumina as “eyes”).	of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.• 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. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	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.	• 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.A Analyze the effects of language usage and stylistic features in Latin texts.	4.A.i: Analyze the effects of language usage (e.g., word choice, ambiguity, word order). 4.A.ii: Analyze the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices).	• 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).
Lines 268-297	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	• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended

			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).	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.
	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. • 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 559-620	Reading and Comprehension	1.D Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.	1.D.i: Paraphrase text that reflects knowledge of syntax. 1.D.ii: Write literal translation of text that reflects knowledge of syntax. 1.D.iii: Write response that reflects knowledge of syntax.	• 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.4: Summarize information from oral and written discourse dealing with a variety of topics. • 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.D Relate Roman cultural practices in Latin texts to perspectives of Roman culture.	3.D.i: Identify Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge. 3.D.ii: Explain the significance of Roman cultural practices as relevant to the Latin texts. 3.D.iii: Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices.	• 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.C Use accurate, specific, and relevant references to Latin texts.		• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

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
- Web Gallery of Art

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

Standards