UNIT 5, VERGIL, Book 4

Content Area: **World Languages**
Course(s): **AP Latin**
Time Period: **January**
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.

Mastery of reading and comprehension should stem from student's ability to appropriately identify and explain Latin phrases and grammar in order to interpret the writings in a historical and stylistic environment.

Expansion of understanding beyond the text is reached through contextualization of Roman politics, cultural ideals, and the backgrounds of the authors themselves

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 2: Roman Values Essential Questions:

- What values and ideals are portrayed as characteristically Roman?
- How do these values and ideals differ based on gender, ethnicity, or other criteria?
- What strengths and weaknesses of character are exemplified by individuals in the works?
- How do the texts confirm characteristic Roman values? What questions do the texts raise about Roman values?

Theme 5: Views of Non-Romans Essential Questions:

- In what ways do the authors portray the various non-Roman peoples that appear in the works? What criteria do they use to evaluate these groups?
- To what extent do the authors reinforce or challenge stereotypes of these groups?
- How do the authors use these portrayals in their works?

Further Essential Questions:

- What do we learn about poetry when poets take scenes from everyday life (a storm) and elevate them

to represent something else entirely (a wedding)?
- Why would Vergil make his hero seem timid or underhanded in his relations with Dido?
- How would the recent wars with Cleopatra change a Roman's perception of that same story?
- Who ultimately is responsible for Dido's death if the gods made her fall in love and then made Aeneas leave her?
- What does it mean to say that Dido's death was truly tragic?
- To what extent is pietas as a Roman character trait developed?

Content

Vergil, Aeneid, Book 1

- Lines 160-218
- Lines 259-361
- Lines 659-705
- Entirety of Book 4 in translation.

Further topics of inquiry:

- Portrayal of non-Romans
- Carthaginian animus of Romans
- Roman marriage customs
- Special vocabulary reflective of cultural mores
- Divine intervention
- Metaphor
- Universality of Roman gods
- Homeric influence
- Role of gods in epic literature
- Interplay of pietas and leadership
- What is duty? How is it created?
- The role of Fate
- Portrayals of ferocity of anger in women
- Fama/ Rumor in Carthage
- Dido's end - the role of the gods, Fate, sororal fidelity

Skills

Reading	Skill category	Skill	Learning objectives	NJSLS-WL standards
Book 4, lines	Reading and Comprehension	1.H Identify references to	1.H.i: Identify references to Roman culture (e.g., Penates,	• 7.1.IH.IPRET.4: Summarize information from oral and

160-218		Roman culture, history, and mythology in Latin texts.	centurio, virtus, pietas) in Latin texts.	written discourse dealing with a variety of topics. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. • 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.
Lines 259-295	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.
	Contextualization	3.E Use knowledge of mythology and legends to demonstrate	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	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

		understanding of Latin texts.	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.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 296-361	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.
	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).
Lines 659-705	Reading and Comprehension	1.G Identify stylistic features in Latin poetry and prose.	1.G.i: Identify rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical	• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by

		questions) in Latin texts.	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).
Argumentation	5.E Use contextual knowledge and references to support the analysis.	5D: Use reasoning to draw conclusions and make inferences based on textual features.	• 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.8: Collect, share, and analyze data related to global issues including climate change. • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

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
- Euripides' Medea (Medea's confrontation of Jason)
- Catullus 64 (Ariadne's lament)

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