UNIT 8, VERGIL, AENEID, Books 6, 8 and 12

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

Contextual knowledge is informed through historical and mythological concepts.

The synthesis of comprehension, translation, and contextualization should be clear in students' analysis of texts.

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 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:

- How do mythology, philosophy, and history fit into Vergil's account of the Underworld?
- Do we learn anything about Roman religion from Vergil's depiction?
- How does lingering on stories like the history of Mezentius enhance the brutality of the battlefield narrative?
- What views of friendship and family develop for the Roman world? Why do the ancients seem to think that rage is a heroic quality?
- Was fate or the gods in charge of the narrative?
- To what extent is pietas as a Roman character trait developed?
- To what extent does memory as a way of knowing establish historical truth?

Content

Vergil, Aeneid, Book 6

- Lines 295-332
- Lines 384-425
- Lines 450-476
- Lines 847-899
- Entirety of Books 6,8 and 12 in translation.

Further topics of inquiry:

- Vergil's use of Greek mythological material
- Character contrasts: Charon, Dido and Aeneas
- Vergil's borrowing from Homer: Palinurus
- Validity of incorporating Homeric storylines
- Dido: Aeneas:: Carthage: Rome
- Historical context of Books 8 and 12
- Imagery of Vergil's Underworld
- Roman religious beliefs
- Integration of Greek Philosophy
- Roman gods
- Use of ekphrasis
- To what extent does the war in Italy over Lavinia invoke the Trojan war over Helen?
- Tragedy of war
- To what extent does Fate lead Aeneas through his difficulties?
- To what extent do the gods influence outcomes for Aeneas? To what motivation?
- To what extent does Aeneas exemplify pietas and a hero?

Skills

Reading	Skill category	Skill	Learning objectives	NJSLS-WL standards
Bood 6, lines 295-332	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. • 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.
Book 6, lines 384-425	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.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 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.
	Translation	2.C Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. 2.D Demonstrate an understanding of differences between Latin and English usage 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.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.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.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.
Book 6, lines 450-476	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,	• 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

		grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words).	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.
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.A Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.	3.A.i: Identify influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge. 3.A.ii: Explain the roles of influential people in Roman history as relevant to the Latin texts. 3.A.iii: Explain key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts. 3.A.iv: Connect information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history.	• 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. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Book 6, lines 847-899	Reading and Comprehension	1.I Demonstrate overall comprehension of passages in Latin texts.	1.I.i: Respond to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage). 1.I.ii: Summarize or paraphrase to reflect overall comprehension of the passage. 1.I.iii: Write translation that reflects overall comprehension of the passage. 1.I.iv: Respond to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise).	• 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.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.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.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.
	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.	
Book 8, in translation	Reading and Comprehension	1.H Identify references to Roman culture, history, and mythology in Latin texts.	1.H.i: Identify references to Roman culture (e.g., Penates, centurio, virtus, pietas) in Latin texts.	• 7.1.IH.IPRET.4: Summarize information from oral and 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.
	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.
Book 12, in translation	Reading and Comprehension	1.B Explain the meaning of Latin words and phrases in context.	1.B.i: Identify the meaning of Latin words and phrases in 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”).	• 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.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).
Argumentation	5.B Support the argument using relevant evidence from Latin texts and readings in English.	

The reading of Books 6, 8 and 12 in translation will provide context for the readings in Latin and an opportunity to explore the thematic issues present in the Aeneid. These passages are also particularly suitable for practicing skills needed for sight reading in Latin.

These readings, while not in the target language, provide context for readings in the target language and appeal to NJSLS-WL standards:

• 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.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
- Plato's Myth of Er

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