

AP[®] Latin: Vergil

Syllabus 3

Course Design

The instruction of an AP Latin: Vergil course requires thought and planning because of the large syllabus and the extensive material, events, and vocabulary contained in it. To allow for some review before the AP Latin: Vergil Exam in the spring, a target finish date of April 15 is helpful, though not always possible with some classes.

Incorporated in my instruction are the following elements:

- Frequent literal translation quizzes (5 lines)
- Use of a scoring grid
- Frequent multiple-choice sight quizzes (a variety of authors but especially Cicero, Ovid, and Catullus)
- Short essay questions graded with a scoring grid
- Homework sheets (students did these almost daily throughout Book I and less often with the other books)
- Final project that was done after the AP Exam

Reading

Book 1: lines 1–519; Book 2: lines 1–56, 199–297, 469–566, and 735–805; Book 4: lines 1–448 and 642–705; Book 6: lines 1–211, 450–476, and 847–901; Book 10: lines 420–509; Book 12: lines 791–842 and 887–952

Sample Literal Translation Quiz: Book I, lines 360–364

Directions: Using every other line on your paper, write a literal translation of the sentences below. (N.B. Take care with subject-verb agreement, verb tense, and noun-adjective agreement.)

*His commota fugam Dido sociosque parabat.
Conveniunt quibus aut odium crudele tyranni
aut metus acer erat; naves, quae forte paratae,
corripiunt onerantque auro. Portantur avari
Pygmalionis opes pelago; dux femina facti.
onero, -are: load*

[*Note to Teachers:* Put lines below the passage to encourage neatness. You might also suggest that your students begin each new sentence on a new line. This will help you score their translations, and ease in scoring allows for the quick return of students' work.]

Suggested Grading Grid for Literal Translation Quiz

You can develop a basic grid like this one to use when grading students' translations. Staple a copy of the grid to each student's quiz before returning it. No class time needs to be taken up with the discussion of individual questions; students can bring both their translations and grids to a conference or extra help session. In your grade book you might also note the specific help that was indicated so that you can track whether students try to resolve difficulties. Allot one point to each phrase group.

*His commota Dido parabat
fugam sociosque
Conveniunt
quibus aut odium crudele . . . aut metus acer erat
tyranni
naves, quae forte paratae
corripiunt onerantque auro
opes avari Pygmalionis
Portantur pelago
dux femina facti*

Sample Multiple-Choice Sight Quiz

My multiple-choice questions came from several sources. The *AP Latin Course Description*, which is published annually, has a chapter entitled "Multiple-Choice Section: Reading Latin Poetry and Prose." [C1] The sample passages in this chapter provide both current and authentic practice for students. The multiple-choice questions in the *1999 AP Latin Literature and Latin: Vergil Released Exams* provide excellent practice for an Ovid passage. In addition, the College Board Web site for AP Latin now has an online tutorial to help teachers select passages and write their own sample multiple-choice questions. The tutorial includes detailed information about the types of questions found on the AP Latin Exams, how to select a passage, how to write questions for that passage, and how to evaluate those questions once they have been written.

C1—The teacher has read the most current <i>AP Latin Course Description</i> .

Sample Short Essay Question

Directions: Aeneas makes his first appearance in the lines below. Choose an adjective you would use to describe him in this scene. Write down and translate one Latin word or phrase in the passage and briefly explain how it supports the adjective you have chosen.

*Extemplo Aeneae solvuntur frigore membra;
ingemit, et, duplicis tendens ad sidera palmas,
taliam voce refert: "O terque quaterque beati,
quis ante ora patrum Trojae sub moenibus altis contigit oppetere!
O Danaum fortissime gentis Tydide! Mene Iliacis occumbere
campis non potuisse tuaque animam hanc effundere dextra . . ."*

AP Latin: VERGIL	SEPTEMBER	OCTOBER
CONTENT	<p><u>Vergil: The Poet</u> Publius Vergilius Maro biographical information; contemporaries; other works. Discussion of summer reading of the entire <i>Aeneid</i> read in English. Read and comment upon scholarship about Vergil’s relationship with Augustus and the political implications in the content. [C5]</p> <p><u>Translation:</u> Take care in the introduction of 1.1-33 and clarify literal translation from “general idea” or paraphrase. Students get ample help with difficult translation sections; use scoring segments (“chunks”) as guides for work.[C3]</p>	<p><u>Book 1:</u> Strive for 15 lines of translation per day with clear articulation of the difference between “free” and literal rendering. [C3]</p> <p>Students begin to create lists of characters (Trojan versus Greek, etc.) and vocabulary words specific to Book 1, and they can begin to analyze author’s style with regard to literary devices and word choice.[C4]</p> <p><u>Vocabulary quiz:</u> Vocabulary is always tested in context (not from lists).</p> <p><u>Sight translation/ comprehension:</u> 10-minute sight quiz with 10 multiple-choice questions once a week.[C6]</p>

C3—Students have frequent opportunities to practice reading and translating as literally as possible from Latin to English the required passages from Vergil’s *Aeneid*.

C4—Students have frequent opportunities to practice written analysis and critical interpretation of Vergil’s *Aeneid* including appropriate references to the use of stylistic and metrical techniques by Vergil.

C5—The course examines the historical, social, cultural, and political context of Vergil’s *Aeneid*.

C6—The course provides frequent practice in reading Latin at sight.

NOVEMBER	DECEMBER
<p><u>Book 1 (English), lines 520–end:</u> [c2] Students read, note significant events, people. Class discussion. <u>From Book 1, reflect on:</u> Juno to Mercury/Aeolus Storm and Aeneas Neptune simile Aeneas’ talk to his men Aeneas and Venus Bee simile <u>Book 2: Continue daily translations both in class and for homework</u>[c3] Focus on: Laocoon’s warning Aeneas’ dream/Hector Death of Priam Ghost of Creusa</p>	<p><u>Book 2 (English), 57–198, 298–468, 567–734:</u> [c2] Students read, note significant events, people. Class discussion. <u>Book 3 (English) and all Book 4:</u> Dido and Anna/their relationship and talks Deer simile Venus and Juno talk The cave Fama</p>

C2—The course is structured to enable students to complete the entire required reading list, as delineated in the AP Latin Course Description.

C3—Students have frequent opportunities to practice reading and translating as literally as possible from Latin to English the required passages from Vergil’s *Aeneid*.

SKILLS	Identify	Case and reason of nouns and adjectives as well as agreement of the two; tense and voice of verbs, literal translation of participles. Attention must be paid to enclitics, conjunctions, adverbs as important components of literal translation.
	Recognize	<p>In the first semester, the recognition concentrates on Vergilian style and vocabulary and how it varies with the content in Books 1 and 2 and the beginning of Book 4. Increasingly, students are able to recognize and anticipate word order, syntax, and the overall themes at sight. Often a portion of class work is the use of lines not yet translated to check for understanding and progress in the students' ability to work through sight passages.[C6]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>C6—The course provides frequent practice in reading Latin at sight.</p> </div>
	Recall	Themes/events of past lines are discussed for comparison/contrast to present events in the continuing story. Repetitive vocabulary is generated by students both from their lists (words they have had to look up) and from the teacher's list of words that appear 15-20 times in the <i>Aeneid</i> . They <i>always</i> do this recollection from seeing the words in context.
	Translate	<p>On a daily basis they translate both short phrases and sentences as well as complex constructions in their assigned lines from the syllabus. This translation skill is sharply contrasted with the ability to paraphrase. Using the translation scoring grid, both to help students with homework of difficult lines and to score 5–8 line passages, they become proficient at accounting for every Latin word in their translations.[C3]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>C3—Students have frequent opportunities to practice reading and translating as literally as possible from Latin to English the required passages from Vergil's <i>Aeneid</i>.</p> </div>
	Sight Translation	These are <i>Aeneid</i> passages a few lines beyond where they are translating OR they are from various authors of both prose and poetry (Cicero, Tacitus, Ovid, Catullus, etc.).
	Scansion	Dactylic Hexameter: Students will have learned to scan this meter in the year before AP. During the AP year they refine their knowledge of how the meter (difference between the dactyls and spondees) reinforces the meaning of specific lines.

ASSESSMENT	Grammar & Syntax	AP/SAT® Subject Test-style multiple choice questions are used to check students' mastery (or near mastery) of grammar and syntax, i.e. , "The case of <i>Iunonis</i> (line 48) is..." This is asked not only to discern case but also to draw the student s' attention to the use of that word in the sentence as a whole.
	Comprehension	Frequent discussions based on past free-response questions. This is not used to write essays but rather to discuss what is being asked in the question and what Latin can support the position taken. In the entire first semester, few essays will be written; the emphasis will be on planning and discussing.
	Long Term	<p>They are able to identify speakers/addressees and context of 5–7 lines of text. In addition, each portion of the <i>Aeneid</i> not translated is read and discussed as met in the story. Students outline or note the events in these sections as well as keep a list of characters and events that move the story forward.</p> <p>There are tests at the end of each 100 lines as well as cumulative tests that cover several hundred lines. The format includes vocabulary in context (meaning NOT rendering), short literal translation, and a short essay of two paragraphs.</p> <p>Vocabulary: Vocabulary words (especially those which appear more than 20 times in the <i>Aeneid</i>) are tested by giving students a passage with 10–15 words underlined. They are asked to give the meaning of each underlined word (NOT asked to translate it in context because that is a test of grammar rather than vocabulary).</p>
	Evaluate	Ability to clearly plan and articulate an outline that is the planning BEFORE writing an essay. Once students have planned essays complete with reference to the lines they will use for support, they write short essays. These early efforts are scored and have comments about how complete they are (scoring rubric is attached to each returned paper).

VERGIL (CONT'D)	JANUARY	FEBRUARY	MARCH	APRIL	MAY
CONTENT	<p><u>Book 4 (English), 449–641: [C2]</u> Students read, note significant events, people. Class discussion.</p> <p><u>Continue Book 4:</u> Iarbas and Jupiter Dido and Aeneas Aeneas's departure Dido/Anna and the oak simile Dido's death</p>	<p><u>All of Book 5 and Book 6 (English), 212–449, 477–846: [C2]</u> Students read, note significant events, people. Class discussion.</p> <p><u>Book 6:</u> Sibyl and Aeneas Aeneas and Achates re: body of Misenu Golden Bough Dido in underworld Marcellus</p>	<p><u>All of Books 7, 8, and 9 and Book 10 (English), 1–419, 510–end: [C2]</u> Students read, note significant events, people. Class discussion.</p> <p><u>Book 10:</u> Pallas and Lausus Turnus and Pallas Turnus's gloating</p>	<p><u>All of Book 11 and Book 12 (English), 1–790, 843–886: [C2]</u> Students read, note significant events, people. Class discussion.</p> <p><u>Book 12:</u> Jupiter and Juno Juno's request Aeneas and Turnus Final discussions and taking of positions about Aeneas's character, i.e., is he a hero? Why did Vergil choose to end the story this way? What was Vergil's intent in terms of his responding to Augustus' desire to have him write the story?</p>	<p><u>Review:</u> Identification passages (speaker, context), lists of characters/events, multiple-choice questions on read passages will form basis of review. Students will be expected to bring questions to generate ideas, concerns. Old free-response questions will be outlined (planned with planning grid) and discussed in class.</p>

C2—The course is structured to enable students to complete the entire required reading list, as delineated in the AP Latin Course Description.

SKILLS	Identify	The second semester continues the focus: case and reason of nouns and adjective as well as agreement of the two; tense and voice of verbs, literal translation of participles. Attention must be paid to enclitics, conjunctions, and adverbs as important components of literal translation.
	Recognize	<p>Students look at text and recognize overall themes of heroic behavior, conflict, perseverance, roles of women in the story as a whole, power of the gods, and the events that were designed to appeal to the Romans who heard the saga. [C5]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>C5—The course examines the historical, social, cultural, and political context of Vergil's <i>Aeneid</i>.</p> </div>
	Recall	<p>Students recall characters/events from first six books, both those read in Latin and those read in English. They use “identification” lists with 4–6 lines of Latin. The lists ask for speaker, addressee, and context for each passage. In passages that do not have speakers, they need to recall the context. During this activity students are asked to say (or underline) the specific Latin words that justify the choices they have made.</p>
	Translate	<p>Students are able to translate the passages and underlined clauses from the text that has been previously prepared. In this second semester, all translations are scored using the translation scoring grid of 18 segments with each segment worth one-half point for a total value of 9 points.[C3]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>C3—Students have frequent opportunities to practice reading and translating as literally as possible from Latin to English the required passages from Vergil's <i>Aeneid</i>.</p> </div>
	Sight translation	Both prose and the poetry of other authors are used (with multiple-choice questions for the passages) in order to train students to a comfort level with previously unseen Latin. They become familiar with the format of the SAT Subject Test in Latin (adapted Latin passages) in order to take that test the first Saturday in December. They take the test in order to gain a feel for the one-hour timed experience that they will have on the AP Exam Part 1 in May.
	Scansion	Students continue to use scansion of dactylic hexameter to determine cases/tenses of some verbs when translating passages without macrons.

ASSESSMENT	Grammar & Syntax	Through questioning in class and multiple-choice questions, both for homework and quizzes, students continue to see the need to use their knowledge of grammar as an aid to literal translation. Throughout the year continue to ask “case and reason” identifications.
	Comprehension	Free-response portion of AP Exam: Students circle components in the question, and determine whether it is a one or two task essay, they make notes on their position, then select Latin support, paraphrase the Latin, and divide the passage(s) into thirds to plan for Latin support “throughout.” The essay questions are varied and some are constructed based on significant class discussions as well as questions taken directly from AP Released Exams as downloaded from www.apcentral.collegeboard.com/latinvergil .
	Long Term	Students are expected to recall characters and events as well as event-specific vocabulary. In the category of storms, the sea, and ship vocabulary from Book 1, they should recognize <i>stridens, procella, velum, fluctus, remi, prora, undis, aestus, magister, fluctibus, dorsum, mari, yrtes, vadis, vertice, pontus, puppim, imbrem, aequore, vortex, nantes, gurgite, undas, navem</i> . (*Last two lines of Book 6 read: <i>Tum se ad Caietae recto fert limite portum ancora de prora iacitur, stant; litore puppes</i> . Though not in the syllabus to be read in Latin, for sight work the previous vocabulary categorizing would help students understand the content and answer questions.) The portions of the <i>Aeneid</i> read in English must be recalled in terms of characters and events that move the story forward. Both discussions and essays about these events contribute to the students’ ability to work with the V5 “full book” essay.

	Evaluate	<p>Students write free-response short and long essays once a week. Some are written outside of class and read aloud or shown on the LCD projector allowing for class analysis of completeness (without using specific student’s names). The class looks for Latin text to support the position taken in response to the question as well as the strength of analysis. They use the standard/generic rubric to guide their comments. [C4]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 60%;"> <p>C4—Students have frequent opportunities to practice written analysis and critical interpretation of Vergil’s <i>Aeneid</i>, including appropriate references to the use of stylistic and metrical techniques by Vergil.</p> </div> <p>Some essays are written in class. (They have about 20-25 minutes to both plan and write.). These are teacher graded and returned. <i>Note to teacher:</i> When choosing an essay topic, look at the passage in terms of the adjectives that describe a person (Aeneas, Juno, Neptune, etc.) or an event, as well as the potential words/phrases that support the chosen words. Also write the key sentence or idea that you expect the students to use to support the adjectives/phrases they choose. If this doesn’t come forth in the choice of passage, it may not be a good one even though you like the passage.</p> <p>Sight translation multiple-choice questions are given once a week (10 questions, 10 minutes to complete and hand in). [C6]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 60%;"> <p>C6—The course provides frequent practice in reading Latin at sight.</p> </div>
RESOURCES	Resources	<p>Core text: LaFleur, Richard A., and Alexander G. McKay. <i>A Song of War: Readings from Vergil’s Aeneid</i>. Glenview, Ill.: Pearson Prentice Hall, 2004.</p> <p>Supplementary: Cobbold, G.B.m trans, <i>Vergil’s Aeneid: Hero War Humanity</i>. Wauconda, Ill.: Bolchazy-Carducci Publ. Inc, 2005. Quinn, Stephanie, ed. <i>Why Vergil? A Collection of Interpretations</i>. Wauconda, Ill.: Bolchazy-Carducci Publ. Inc, 2000. West, David, trans. <i>Virgil</i>. New York: Penguin Classics, 1991.</p> <p>College Board resources:</p> <ul style="list-style-type: none"> • www.apcentral.collegeboard.com • 1999 and 2005 AP Latin Literature and Latin Vergil Released Exams • <i>AP Latin Course Description</i> (published annually and available online)

Sample Final Project

[*Note to Teachers:* Use this as a post-AP Exam activity.]

Directions: Select your favorite passage in the *Aeneid* (a minimum of 10 lines) from any portion we have translated. For those lines, you must do the following:

1. Introduce the passage by announcing the book and the lines and telling the context of the passage in the story as a whole.
2. Read the passage in Latin to the class.
3. Scan the lines, either on the board or in a handout given to the class.
4. Point out all of the figures of speech within your chosen segment and tell the significance of each to the tone of the action of that book and to the story as a whole.
5. Tell why you chose these lines (e.g., you like the character, the event, the tone, the mythology, the importance to the story).
6. Give a dramatic reading of your translation (i.e., read it with sensitivity). Treat it as though we are tuning into a story in progress.
7. You may give your presentation in person with a visual (poster or blackboard) or on a cassette recording. You are to be present in either situation.

You will sign up for the day of your presentation before May ____.