

# AP<sup>®</sup> Latin: Vergil

## Syllabus #4

### Overview of the AP<sup>®</sup> Latin Program

This course aims at an in-depth study of one of the great classics of western civilization, the *Aeneid* of Vergil. Discussion of the poem's major themes and study of its poetic techniques add depth to the translating of the Latin verse. Linguistic accuracy, speed, and comprehension, together with facility in communication of ideas in critical analysis, will be expected of the AP candidate. Taking the AP Latin: Vergil Exam is a requirement of the course.

#### Goals for the Year

Students will gain an appreciation of the *Aeneid* as a great epic and an appreciation of Vergil's artistry; learn critical analysis; and be as well prepared as possible for the AP Latin: Vergil Exam. This means each student must:

1. understand the epic genre as seen in the *Aeneid*;
2. know the background of the story itself, characters, events, and effects of the Trojan War;
3. know the historical framework surrounding the writing of the *Aeneid*, Rome in the first century BC and its impact on Vergil, and the coming of Augustus and the "Golden Age";
4. recognize Vergil's artistry by becoming familiar with the major figures of speech and dactylic hexameter;
5. understand the content of the *Aeneid* and be able to critically analyze the poem as a work of art;
6. know basic Latin grammar and be familiar with poetic exceptions and special uses; and
7. develop the ability to read selected passages of literature at sight.

#### Methodology

1. Practice reading at sight and translating literally
2. Practice writing literal translations to show an understanding of the Latin grammar and syntax
3. Practice scansion indicating elision and quantities
4. Practice identifying figures of speech
5. Study the pertinent Roman cultural, social, and political history
6. Study the ancient epic as a literary genre [cf. the *Iliad* and the *Odyssey*]

## Class Requirements

1. A *large* notebook for notes, translations, summaries, analyses, etc.
2. Notebook paper for tests
3. Blue or black pens only

## Classroom Procedure

1. Translations: Individuals are called upon to translate a short passage. Their translations should be as literal as good English will allow. All grammar forms, vocabulary, and references should be mastered. Each day, one student is asked to do the review of the whole section from the previous day (without notes). [C3]
2. Taking notes: Commentary bearing on the interpretation of the *Aeneid* is usually given and students are expected to take notes on it, as they are responsible for this information.
3. Tests: In addition to vocabulary quizzes, there are frequent tests on translations of works already read, with essay questions on content, grammar, scansion, figures of speech, and in-depth analyses of specific passages. [C4] Also, translations of sight passages are tested frequently. [C6]
4. Grades: Grades are based on tests, vocabulary quizzes, sight translation quizzes, written assignments, and classwork (e.g., translation and discussion).

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.

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

## Student Responsibilities

Students are expected to:

1. always review and reread the assignment of the previous day;
2. prepare all new assignments;
3. be familiar with all notes and grammar references in the textbook;
4. ask questions in class on vocabulary, grammar, forms, syntax, significance, and historical background; and
5. bring to every class a blue or black pen, notebook, textbook, and notebook paper.

## Required Reading

The *Aeneid* in Latin:

- Book I, lines 1–519
- Book II, lines 1–56, 199–297, 469–566, 735–805
- Book IV, lines 1–448, 642–705
- Book VI, lines 1–211, 450–476, 847–901
- Book X, lines 420–509
- Book XII, lines 791–842, 887–952 [C2]

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

Total number of lines: 1,856

The rest of the *Aeneid* is read in English translation.

## Additional Reading

Anderson, William S. "Carthage and Troy: Books I and II." In *The Art of the "Aeneid."* Bristol: Bristol Classical Press, 1989.

Bryce, T. R. "The Dido-Aeneas Relationship: A Reexamination." *Classical World* (March 1974): 257–69.

Hines, Lillian M., and Ruth B. Howard. *Our Latin Heritage IV*. New York: Harcourt, Brace, and World, 1969. This textbook is old, but it has great annotations and a good introduction.

Homer. *Iliad and Odyssey*. I provide students with a brief summary of the books of the *Iliad*.

Knox, Bernard M. W. "The Serpent and the Flame." *American Journal of Philology* 70, no. 1 (1950): 379–400. Reprinted in *Why Vergil? A Collection of Interpretations*, compiled by Stephanie Quinn, 65–79. Wauconda, Ill.: Bolchazy-Carducci, 1999.

Pöschl, Viktor. "Basic Themes." In *The Art of Vergil: Image and Symbol in the "Aeneid."* Ann Arbor: University of Michigan, 1970.

———. "Storm at Sea." In *The Art of Vergil: Image and Symbol in the "Aeneid."* Ann Arbor: University of Michigan, 1970.

———. "The World of Nature: The Elements." In *The Art of Vergil: Image and Symbol in the "Aeneid."* Ann Arbor: University of Michigan, 1970.

Prescott, Henry W. "The National Epic." In *The Development of Virgil's Art*. New York: Russell and Russell, 1963.

Virgil. *Aeneid*. Translated by David West. New York: Penguin Books, 1990.

Wernick, Robert. "Dido Was Its Old Flame & Hannibal Called It Home." *Smithsonian* 25 (April 1994).

## Course Synopsis

### Term 1

#### Book I and

Historical, literary, and mythological background [C5]

How to write an essay in order to analyze a passage critically [C4]

Review of scansion

C5—The course examines the historical, social, cultural, and political context of 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.

## Grammar review

Review of the *Iliad*

Read chapters by Pöschl: “Basic Themes,” “Storm at Sea,” and “World of Nature: The Elements”

Read Anderson’s chapter “Carthage and Troy: Books I and II”

## Term 2

Books II and IV *and* [C2]

Read Knox’s article, “The Serpent and the Flame”

Read Wernick’s article, “Dido Was Its Old Flame & Hannibal Called It Home”

Do a three-act play of Book II in groups

Read portions of Book II in English and answer questions

Read Book III in English and answer questions

Begin Book IV

Continue grammar review

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

## Term 3

Books IV and VI *and* [C2]

Read articles about Dido and about Aeneas and Dido’s relationship

Write essays on “who was at fault?”—the study of Dido as a tragic figure and the fulfillment of one’s destiny

Read the rest of Book IV in English and interpret it through the writing of essays

Read Book V in English and answer questions

Review the *Odyssey*

## Term 4

Selections from Books VI, X, and XII *and* [C2]

Read articles on the Sibyl, the underworld, and prophecies [C5]

Read Books VII–XII in English and present oral summaries in groups

Review Books I–XII

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

After the AP Latin: Vergil Exam learn basic ancient Greek

# Course Outline

## First Term

8/31 Introduction—syllabus, books, assignments, vocabulary lists, definition of *epic*

9/1 Minilecture—History of Rome; scansion; figures of speech; translate I, 1–4 [C5]

- 9/2 “Vergil’s World,” pp. 1–8 and answer questions [this reading is in the introduction to the textbook]; meter tape [this is the tape made by Edith Kovach to teach students how to read the first 11 lines in meter]; review I, 1–4; translate I, 5–11
- 9/3 “Vergil’s World,” pp. 8–13; “Vergil’s Life,” pp. 14–18 and answer questions [both of these readings are in the introduction to the textbook]; discuss Vergil’s style; review I, 5–11
- 9/7 Review I, 1–11; lecture—introduction to the *Aeneid*
- 9/8 More figures of speech; review declensions; translate I, 12–22
- 9/9 Translate I, 23–33  
Vocabulary Quiz #1 and declensions
- 9/10 Discuss Pöschl’s “Basic Themes;” translate I, 34–49
- 9/13 Review indicative verbs; review I, 1–49  
**Sight Quiz #1** [C6]
- 9/14 Test #1 on I, 1–49, including names of characters and places and figures of speech
- 9/15 Go over test; review vocabulary column; translate I, 50–64
- 9/16 Review I, 50–64; translate I, 65–80
- 9/17 Review I, 65–80; translate I, 81–101  
Vocabulary Quiz #2
- 9/20 Crossword puzzle review [all crossword puzzles are teacher generated]; read and discuss “Storm at Sea”
- 9/21 Review subjunctive formation; review I, 81–101; translate I, 102–123  
**Sight Quiz #2** [C6]
- 9/22 Test #2 on I, 1–123
- 9/23 I, 124–130 at sight; review infinitives and indirect statement
- 9/24 Translate I, 131–147
- 9/27 Review I, 131–147; translate I, 148–169; read “World of Nature: The Elements” and answer questions
- 9/28 Review I, 148–169; translate I, 170–194
- 9/29 Review participles; review I, 170–194; translate I, 195–207; review literary devices I, 124–207
- 9/30 Test #3 on I, 1–207
- 10/1 Review subjunctives, sequence, purpose clauses; go over vocabulary column  
**Sight Quiz #3**
- 10/4 Translate I, 208–233
- 10/5 Review I, 208–233; translate I, 234–253
- 10/6 Review I, 234–253; translate I, 254–278
- 10/7 Notes and discussion of Jupiter prophecy  
Vocabulary Quiz #3, with sentences
- 10/8 Review I, 254–278; translate I, 279–296
- 10/11 Review Jupiter prophecy; review I, 208–296
- 10/12 Test # 4 on I, 1–296

<p>C6—The course provides frequent practice in reading Latin at sight.</p>
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- 10/13 Review independent subjunctives, go over vocabulary column  
Sight Quiz #4
- 10/14 Translate I, 297–320
- 10/15 Review I, 297–320; translate I, 321–342
- 10/18 Review I, 321–342; translate I, 343–359  
Vocabulary Quiz #4, including sentences
- 10/19 Review I, 343–359; translate I, 360–380
- 10/20 Review I, 360–380; translate I, 381–401; read West’s  
translation, pp. 3–16 (top)
- 10/21 Test #5 on I, 1–401
- 10/22 Review indirect command and indirect question; go over  
vocabulary column  
Sight Quiz #5
- 10/25 Translate I, 402–420
- 10/26 Review I, 402–420; translate I, 421–440
- 10/27 Review I, 421–440; translate I, 441–452  
Vocabulary Quiz #5, including sentences
- 10/28 Review I, 441–452; translate I, 453–473
- 10/29 Review I, 453–473; translate I, 474–493; read West’s  
translation, pp. 16–20
- 11/1 Review I, 474–493; translate I, 494–519
- 11/2 Read West’s translation, pp. 16–28 and answer questions
- 11/3 Test #6 on I, 1–519
- 11/4 Review the story of the *Iliad*; read “Carthage and Troy: Books  
I and II” [C5]
- 11/5 Grading Day  
6 tests—70%  
5 vocabulary quizzes—5%  
5 sight quizzes—1%  
Homework (questions, essays, etc.)—10%  
Recitation in class—14%

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

## Second Term

- 11/9 Introduce the structure and background of Book II; discuss  
“Carthage and Troy” [C5]
- 11/10 Translate II, 1–25
- 11/11 Review II, 1–25; translate II, 26–44
- 11/12 Review II, 26–44; translate II, 45–56; read in English II, 57–  
198; read West’s translation, pp. 31–35, and answer questions
- 11/15 Review II, 45–56; translate II, 199–211  
Vocabulary Quiz #1
- 11/16 Review II, 199–211; translate II, 212–233
- 11/17 In-class essay #1 on how Vergil uses snakes to emphasize the  
treachery of the Greeks, using Latin text [C4]
- 11/18 Review II, 212–233; translate II, 234–249

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.

- 11/19 Review II, 234–249; translate II, 250–267  
Sight Quiz #1
- 11/22 Review II, 250–267; translate II, 268–286
- 11/23 Review II, 268–286; translate II, 287–297; read in English II, 298–468; read West’s translation, pp. 39–44
- 11/24 Test #1 on II, 1–468 (Latin II, 1–56 and 199–297)
- 11/29 Translate II, 469–485
- 11/30 Review II, 469–485; translate II, 486–505
- 12/1 Review II, 486–505; translate II, 506–522  
Vocabulary Quiz #2
- 12/2 Review II, 506–522; translate II, 523–543
- 12/3 Review II, 523–543; translate II, 544–566; read in English II, 567–734; read West’s translation, pp. 47–53
- 12/6 Read “The Serpent and the Flame” and discuss
- 12/7 Test #2 on II, 469–734 (Latin II, 469–566)
- 12/8 Read II, 735–744 at sight  
Sight Quiz #2
- 12/9 Review II, 735–744; translate II, 745–770
- 12/10 Review II, 745–770; translate II, 771–804
- 12/13 Quest #1 on II, 735–804 [a “quest” is a small test worth two-thirds of a test grade]
- 12/14 Three-act play on Book II—different scenes are performed by all of the students in groups in a small theater area
- 12/15 Read Book III in English; read West’s translation, pp. 56–79, and answer questions
- 12/16 Introduction to the structure of Book IV
- 12/17 Translate IV, 1–19
- 12/20 Review IV, 1–19; translate IV, 20–39
- 12/21 Review IV, 20–39; translate IV, 40–53
- 12/22 Review IV, 40–53; translate IV, 54–67
- 12/23 Sight Quiz #3  
Vocabulary Quiz #3
- 1/3 Review IV, 1–67; read IV, 68–73 at sight; discuss simile IV, 68–73
- 1/4 Review IV, 68–73; translate IV, 74–98
- 1/5 Review IV, 74–98; translate IV, 99–116  
Vocabulary Quiz #4
- 1/6 Review IV, 99–116; translate IV, 117–142
- 1/7 Review IV, 117–142; translate IV, 143–168
- 1/10 Review IV, 143–168; translate IV, 169–195
- 1/11 Review IV, 169–195; read “Dido Was Its Old Flame & Hannibal Called It Home”  
Sight Quiz #4
- 1/12 Test #3 on IV, 1–195
- 1/13 Review figures of speech, characters, and action in Books I–III
- 1/14 Review quotations from Books I and II

- 1/18 Review Book I, 1–253  
 1/19 Review Book I, 254–519  
 1/20 Review Book II, 1–56 and 199–297  
 Vocabulary Quiz #5  
 1/21 Review Book II, 469–566 and 735–805  
 1/24–1/27 Semester Exams  
 1/30 Grading Day  
 5 vocabulary quizzes—10%  
 4 sight quizzes—1%  
 3 tests 65%  
 1 quest—15%  
 1 in-class essay—9%  
 1 semester exam—this is a separate grade on students’ report cards

### Third Term

- 2/1 Go over the first semester exam; translate Book IV, 160–172  
 Sight Quiz #1  
 2/2 Translate IV, 173–202  
 2/3 Translate IV, 203–231  
 2/4 Translate IV, 232–258  
 2/5 Translate IV, 259–278  
 Vocabulary Quiz #1  
 2/8 Translate IV, 279–295  
 2/9 Test #1 on IV, 160–295  
 2/10 Read IV, 296–304 at sight  
**Assignment #1 due—compare the *ignis* used to describe Dido in Book IV to the use of *ignis* in Book II [C4]**  
 2/11 Translate IV, 305–330  
 2/12 Translate IV, 331–361  
 2/16 Assignment #2 due—write the dialogue between Aeneas and Dido from IV, 305–330 and 333–361 in your own words  
 Sight Quiz #2  
 2/17 Translate IV, 362–380  
 2/18 Translate IV, 381–407  
**Assignment #3 due—analysis of IV, 402–407 [C4]**  
 2/19 Translate IV, 408–436  
 2/22 Translate IV, 437–448  
 Vocabulary Quiz #2  
 2/23 Assignment #4 due—using IV, 1–448, tell who you believe is more at fault for creating misunderstanding and anguish  
 2/24 Discuss English translation of IV, 450–641; review for test  
 2/25 Test #2 on IV, 296–449 and English translation of IV, 450–641  
 2/26 Go over test; read IV, 642–647 at sight  
 3/1 Translate IV, 648–662  
 3/2 Translate IV, 663–687

<p><b>C4</b>—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>
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- 3/3 Translate IV, 688–705
- 3/4 Read “The National Epic” and “The Dido–Aeneas Relationship: A Reexamination” [C5]  
Vocabulary Quiz #3
- 3/5 Quest #1 on IV, 642–705
- 3/8 Read English translation of Book V  
Assignment # 5 due—group presentations of Book V’s sporting events
- 3/9 Discussion of Books VII–XII; background and analysis of the Underworld in Book VI; choose groups [Each group leads a panel discussion on one of the books (VII–XII) and prepares a quiz for the rest of the class concerning the book under discussion for the day. Discussions must focus on plot and themes, not minuscule details. I observe them and grade them on the content of their presentations.]  
Sight Quiz #3
- 3/10 Translate VI, 1–22
- 3/11 Translate VI, 23–44
- 3/12 Translate VI, 45–70
- 3/15 Translate VI, 71–97
- 3/16 Translate VI, 98–123
- 3/17 Review VI, 1–123  
Sight Quiz #4  
Vocabulary Quiz #4
- 3/18 Test #3 on VI, 1–123
- 3/19 Read VI, 124–129 at sight
- 3/22 Translate VI, 129–155
- 3/23 Translate VI, 156–184
- 3/24 Translate VI, 185–211; discuss English translation of VI, 212–449
- 3/25 Test #4 on VI, 1–211
- 3/26 Translate VI, 450–464
- 3/29 Translate VI, 465–476; discuss English translation of VI, 477–846; translate VI, 847–859
- 3/30 Translate VI, 860–886
- 3/31 Translate VI, 887–901
- 4/1 Quest #2 on VI, 450–476 and 847–901
- 4/2 Grading Day  
5 assignments—25%  
4 sight Quizzes—1%  
4 vocabulary Quizzes—5%  
4 tests—60%  
2 quests—9%

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

## Fourth Term

- 4/12 Group meetings for panel discussions
- 4/13 Grammar sentences review
- 4/14 Book VII discussion  
Quiz #1
- 4/15 Book VIII discussion  
Quiz #2
- 4/16 Book IX discussion  
Quiz #3
- 4/19 Book X discussion  
Quiz #4 on X, 1–419 and 510–912
- 4/20 Translate X, 420–440
- 4/21 Translate X, 441–463
- 4/22 Translate X, 464–489
- 4/23 Translate X, 490–509
- 4/26 Review Book X, 420–509
- 4/27 Test #1 on X, 420–509
- 4/28 Book XI discussion  
Quiz #5
- 4/29 Book XII discussion  
Quiz #6 on XII, 1–790
- 4/30 Translate XII, 791–818
- 5/3 Translate XII, 819–842; read 843–886 in English
- 5/4 Translate XII, 887–918
- 5/5 Translate XII, 919–952
- 5/6 Review XII in Latin
- 5/7 Test #2 on XII, 791–842 and 887–952
- 5/10 Review Book I—round robin translations for the whole class  
[We go around the class with each student translating in turn until he or she falters, at which point the next student continues. This is a great way to review for the AP Exam. It is a fast, accurate review, and students seem to get into the spirit of being very well prepared.]
- 5/11 Review Books I and II—choose “difficult” parts for students to translate
- 5/12 Review Book II—ask questions!
- 5/13 Take 1998 AP Exam
- 5/14 Go over exam; review contents of Book III
- 5/17 Review Book IV
- 5/18 Continue review of Book IV
- 5/19 Review Books V and VI
- 5/20 Review Books VII–XII, including any Latin questions
- 5/21 AP Breakfast and Exam [This is my treat for the students, a way to help them relax before the exam. I serve breakfast in

my classroom at 6:45 a.m., and we sit and talk, eat, and play quiet music before the students go to take the AP Exam in the school library at 7:30.]

- 5/24 Ancient Greek lesson 1
- 5/25 Ancient Greek lesson 1
- 5/26 Ancient Greek lesson 2
- 5/27 Ancient Greek lesson 2
- 5/28 Ancient Greek lesson 3
- 6/1 Ancient Greek lesson 3
- 6/2 Ancient Greek lesson 4
- 6/3 Ancient Greek lesson 4
- 6/4 Ancient Greek lesson 5
- 6/7–6/10 Semester Exams
- 6/12 Grading Day
  - 6 quizzes—60%
  - 2 tests—40%
  - 1 semester exam—this is a separate grade on the students' report cards