

## SYLLABUS – AP<sup>®</sup> Latin: Vergil

The study of Vergil's *Aeneid*, the subject of the **AP<sup>®</sup> Latin: Vergil** course, will take the student on an adventure into epic poetry from the Golden Age of Roman Literature read in original, unmodified Latin. Students exploring the *Aeneid* will discover first hand the dynamic features of Latin poetry, from vocabulary and word order to poetic devices and meter. Because of the extensive Latin material covered in this course, including the politics and propaganda of the Age of Augustus, we will be following a fairly rigorous schedule. This will enable students to complete the entire required reading list, both Latin and English, as outlined in the **AP<sup>®</sup> Latin Course Description**. Based on those course requirements, students will be able to

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

1. To write a literal English translation of a Latin passage on the syllabus
2. To explicate specific words or phrases in context
3. To identify the context and significance of short excerpts from texts listed in the chosen syllabus
4. To identify and analyze characteristic or noteworthy features of the authors' modes of expression, including their use of imagery, figures of speech, sound effects, and metrical effects, as seen in specific passages
5. To discuss particular motifs or general themes not only suggested by passages but also relevant to other selections
6. To analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument
7. To scan the meters (dactylic hexameter) specified in the syllabus

This course will cover the following lines from Vergil's *Aeneid*:

- Book 1: lines 1-519; rest of the book in English
- Book 2: lines 1-56, 199-297, 469-566, and 735-804; rest of the book in English
- Book 3: English only
- Book 4: lines 1-448, 642-705; rest of the book in English
- Book 5: English only
- Book 6: lines 1-211, 450-476, 847-901; rest of the book in English
- Book 7: English only
- Book 8: English only
- Book 9: English only
- Book 10: lines 420-509; rest of the book in English
- Book 11: English only
- Book 12: lines 791-842, 887-952; rest of the book in English

This is a total of 1,856 lines in Latin.

## Materials to be Used:

- Bradley, Katherine and Barbara Weiden Boyd. *A Vergil Workbook*. Wauconda: Bolchazy-Carducci Publishers, Inc. 2006.
- De Young, Dennis. *Vergil Vocabulary Cards for AP<sup>®</sup> Selections*. Wauconda: Bolchazy-Carducci Publishers, Inc. 2005.
- **LaFleur, Richard A. and Alexander G. McKay. *A Song of War: Readings from Vergil's Aeneid*. Glenview: Pearson/Prentice Hall. 2003.** (The official source is the Oxford Classical Text and where our text differs, we will take note.)
- Quinn, Stephanie, ed. *Why Vergil? A Collection of Interpretations*. Wauconda: Bolchazy-Carducci Publishers, Inc. 2000.
- West, David (trans.) *Virgil: The Aeneid*. New York: Penguin Books. 2003. (Students will have access to other translations for comparison, including those by Fagles, Fitzgerald, and Lewis.)
- plus additional articles on reading theory and practice

## Class Objectives & Expectations

First and foremost, students will continue to develop and refine true left-to-right reading skills, paying close attention to the details of inflection, the nuances of Latin word order, and idiosyncrasies particular to Latin poetry. *Reading and rereading* Latin sentences will be emphasized over parsing and jigsaw-puzzling because it develops a greater ability to translate whole passages accurately from Latin into good quality English when it becomes necessary to check understanding in class reviews, on certain assignments, and on quizzes and especially tests. But more importantly, it helps to develop true fluency in reading the language, allowing the student to expand the quantity of material read as well as the enjoyment of that material.

Students will work up to reading roughly 100 lines a week once the first semester is under way (more the 2<sup>nd</sup> semester), with written assignments from *A Vergil Workbook* on weekends. Students will meet with the teacher 2-3 days a week, to read together, discuss the rich cultural aspects of the epic, stylistic features, scan lines, etc. Other days students will be working independently on their readings or utilizing quia.com drills and review material (while the teacher is working with Latin 3 students).

**Daily Work/Homework Assignments:** Students will be expected to *read* the assigned lines and be prepared for class. Written translations of every word are not required and are in fact discouraged for daily work, but notes and questions, a list of problematic vocabulary, plus a reading log of the number of times passages are read will be required and checked. That is, the focus on daily work will be *reading and rereading* the Latin passages. More extensive written assignments will be given on weekends from *A Vergil*

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

*Workbook*, covering various aspects of grammar, vocabulary, stylistic devices, scanning, written translations (literal), and more, providing ample opportunity to practice skills needed for the exam beyond what we work on together in class.

of stylistic and metrical techniques by Vergil.

**Vocabulary Quizzes:** Students will have weekly vocabulary quizzes given in context, as always, with emphasis not only on particular words but also phrases. The focus of the vocabulary tested will be items glossed in *A Song of War* (the assumption that students should already know items not glossed), but all words should be mastered. The troublesome small adverbs and such will be constantly reviewed and tested to insure mastery. Students may be asked to decline, conjugate, or complete a synopsis as well.

**Major Tests:** Students will have major tests at least twice per 9 week grading period. Tests will include translation, multiple choice questions, scansion, and short essay.

**Oral Recitations:** Vergil's *Aeneid* was never meant to be read silently, something that was certainly never done by the Romans themselves. Therefore, in order to properly appreciate Vergil's artistic and stylistic qualities—as well as his ability to tell a tale—oral readings will be emphasized. As well as practicing reading outloud in class, students will have graded recitations at least twice per 9 week grading period.

**Sight Reading:** Students will have frequent opportunities to sight read both Vergil and other authors, including some authors chosen specifically to complement the readings such as Servius's *Commentary on the Aeneid of Vergil*, Ovid's *Heroides* (Dido Aeneae), Ovid's *Metamorphoses* (book 14), Augustus's *Res Gestae*, etc. – readings which would add to cultural discussions. Sight reading, if not done orally in class, will use selections followed by multiple choice questions.

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

**Cultural Immersion:** Vergil's *Aeneid* is a complex mix of mythology, current events of the Augustan age, and the history of Rome. In addition, it is a timeless work of art and an extraordinary piece of propaganda that reflects not only the period in which it was written but also speaks of our own issues with empire and unwanted war. Students will have ample opportunities to discuss and reflect upon these issues as we explore the Latin and complementary articles.

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

Year Overview:

The following provides the lines to be read each week in *A Song of War*; lessons to be completed in *A Vergil Workbook*; days for working on vocabulary, grammar, stylistic devices, etc., at our quia.com site; and the general quiz, test, and oral recitation schedule. This schedule is provided as a general guide and is subject to modification.

### 1<sup>st</sup> 9 Weeks

<b>Aug 25-29 (5 days):</b>	review, background, scanning, 1.1-33, Lesson 1
<b>Sept 2-5 (4 days):</b>	quia, quiz, lines 1.34-80, Lesson 2, oral recitation
<b>Sept 8-12 (5 days):</b>	quia, quiz, 1.81-141, Lesson 3
<b>Sept 15-19 (5 days):</b>	quia, quiz, review, essay discussion, test, sight reading
<b>Sept 22-26 (5 days):</b>	lines 1.142-207, Lessons 4/5, oral recitation
<b>Sept 29-Oct 3 (5 days):</b>	quia, quiz, 1.208-296, Lesson 6
<b>Oct 6-10 (5 days):</b>	quia, quiz, 1.297-370, Lessons 7/8
<b>Oct 14-17 (4 days):</b>	quia, quiz, review, essay discussion, test, sight reading

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

### 2<sup>nd</sup> 9 Weeks

<b>Oct 20-24 (5 days):</b>	quia, quiz, 1.371-463, Lesson 9
<b>Oct 27-31 (5 days):</b>	quia, quiz, 1.464-519, 2.1-56, Lessons 10-12, oral rec.
<b>Nov 3-7 (5 days):</b>	quia, quiz, 2.199-297, Lessons 13/14
<b>Nov 10-14 (5 days):</b>	quia, quiz, review, essay discussion, test, sight reading
<b>Nov 17-21 (5 days):</b>	2.469-566, Lessons 15/16
<b>Nov 24-25 (2 days):</b>	quia, quiz, sight reading
<b>Dec 1-5 (5 days):</b>	2.730-804, disc. book 3, Lessons 17, oral rec.
<b>Dec 8-12 (5 days):</b>	quia, quiz, 4.1-89, Lesson 18, review for midterms
<b>Dec 15-19 (1 day):</b>	<b>MIDTERMS</b>

### 3<sup>rd</sup> 9 Weeks

<b>Jan 6-9 (4 days):</b>	4.90-197, Lessons 19/20
<b>Jan 12-16 (5 days):</b>	quia, quiz, 4.198-330, Lessons 21/22, oral rec.
<b>Jan 19-23 (5 days):</b>	quia, quiz, 4.331-449, Lesson 23
<b>Jan 26-30 (5 days):</b>	quia, quiz, review, essay discussion, test, sight reading
<b>Feb 2-6 (5 days):</b>	4.642-705, disc. book 5, Lesson 24
<b>Feb 9-13 (5 days):</b>	quia, quiz, 6.1-123, Lesson 25, oral rec.
<b>Feb 18-20 (2 days):</b>	quia, quia, sight reading
<b>March 2-6 (5 days):</b>	review, essay discussion, test, sight
<b>March 9-13 (5 days):</b>	reading 6.124-211, Lessons 26, <b>National Latin Exam</b>

### 4<sup>th</sup> 9 Weeks

<b>March 24-27 (4 days):</b>	quia, quiz, 6.450-476, 6.847-901, Lessons 27A/B
<b>Mar 30-Apr 3 (5 days):</b>	quia, quiz, disc. books 7-9, 10.420-509, Lesson 28
<b>Apr 6-9 (4 days):</b>	quia, quiz, disc. bk 11, 12.791-842, Lesson 29, oral rec.
<b>Apr 14-17 (4 days):</b>	quia, quiz, disc. bk 12, 12.887-952, Lesson 30
<b>Apr 20-24 (5 days):</b>	review, essay discussion, test, sight
<b>Apr 27-May 1 (5 days):</b>	TAKS testing, exam review
<b>May 4-8 (5 days):</b>	AP TESTING/exam review
<b>May 11-15 (5 days):</b>	AP TESTING/exam review; <b>MAY 15 VERGIL EXAM</b>

**May 18-22 (5 days):** Post AP: manuscript illumination project  
**May 26-29 (4 days):** Post AP: manuscript illumination project  
**June 1-4 (4 days):** Post AP: manuscript illumination project DUE

**Post AP Manuscript Illumination Project:** Students will study illuminated manuscripts of Vergil from the middle ages (online) as well as the holdings of Catullus and Ovid at the Harry Ransom Humanities Resource Center at the University of Texas at Austin. After also studying how to write in a black letter hand, students will choose a passage from Vergil to write out and illustrate (one page). Artwork in the opening capital needs to reflect the content of the passage as well as decorations surrounding the page. During this time students will also learn about the transmission of texts and the survival of Vergil through the ages.