



## AP<sup>®</sup> LATIN IV – Vergil

### Course Description:

Latin IV follows the AP syllabus published by The College Board in its Course Description. The course focuses on Vergil's *Aeneid* as a study of Latin poetry. As such, a thorough discussion of the epic, the hero, stylistic devices and literary criticism occurs throughout the year. Cultural, mythological, and historical references to Rome, Augustus, and the Trojan War are also examined.

### Course Goals:

1. Students will examine the *Aeneid* as a work of literature and be able to discuss it as such on the AP examination.
2. Students will be able to pronounce and read Latin on sight with fluency.
3. Students will identify and appreciate the literary and stylistic devices used.
4. Students will understand the political, social, and cultural background of the *Aeneid*.
5. Students will cultivate an awareness of classical influences on later literature.
6. Students will realize the effect on Vergil of earlier authors, especially Catullus and Homer.

### Course Objectives:

1. Students will progress in reading, understanding, and interpreting original Latin.
2. Students will be able to translate accurately and to demonstrate a grasp of the grammatical structures and vocabulary used.
3. Students will be able to scan the dactylic hexameter.
4. Students will be able to discuss particular motifs and themes of specific passages and relate these to the poem as a whole.
5. Students will be able to analyze characters and their motivations.

### Course Outline:

#### Semester I

- I. The *Aeneid* is read in translation in its entirety to provide an overview and context for later analysis.
  - A. Discussion of each book, the hero, the epic.
  - B. The life of Vergil.
  - C. The Trojan War—legend, archaeology, and history.
  - D. The purpose of the *Aeneid*.
  - E. Comparisons to Homer's *Iliad* and *Odyssey*.
- II. Book I, lines 1-519 are translated.
  - A. Review of scansion—dactylic hexameter.
  - B. Aeneas' arrival in Carthage (*in medias res*).
  - C. Introduction of key characters: Aeneas, Venus, Juno, Dido.
  - D. Mythological, archaeological, and historical references.
- III. Book II, lines 1-56, 199-297, 469-566, 735-806 are translated.
  - A. The destruction of Troy and the wanderings of Aeneas through his own narrative.
  - B. Motivations and beginning characterization of Aeneas.
  - C. Mythological, archaeological, and historical references.

#### Semester II

- IV. Book IV, lines 1-488, 642-705 are translated.
  - A. The tragedy of Dido.
  - B. The growth of Aeneas.
  - C. *Pietas*.

- D. Mythological, archaeological, and historical references.
- V. Book VI, lines 1-211, 450-476, 847-901 are translated.
  - A. Arrival in Italy.
  - B. The encounter with the Sibyl.
  - C. The search for the Golden Bough.
  - D. The descent to the Underworld.
  - E. Anchises' narrative of the future history of Rome.
  - F. Mythological, archaeological, and historical references.
- VI. Book X, lines 420-509 are translated.
  - A. The tragedy of Pallas.
  - B. Mythological, archaeological, and historical references.
- VII. Book XII, lines 791-842, 887-952 are translated.
  - A. The reconciliation of Juno.
  - B. The death of Turnus.
  - C. Mythological, archaeological, and historical references.

#### **Textbooks:**

*Vergil's Aeneid, Books I-VI*, Pharr, Clyde, D.C. Heath & C., 1964.

*Vergil's Aeneid, Books 10 & 12, Pallas & Turnus*, Boyd, Barbara W., Bolchazy-Carducci Publishers, Inc., 1998.

*Vergil's Aeneid: Hero, War, Humanity*, Cobbold, G.B., Bolchazy-Carducci Publishers, Inc., 2006, or any other suitable translation such as, Fitzgerald, Mandelbaum, Knight.

#### **Method and Evaluation:**

1. Translations: Students are expected to prepare 15-25 lines per day. 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 literary devices should be mastered. Discussion of motifs and characters will take place as needed. As class time allows, students will continue to translate at sight.
2. Essays: Students will frequently write AP-style essays culled from old exams. These will be graded using the AP-published rubric.
3. Tests: In addition to vocabulary quizzes, there are frequent tests and quizzes on translations of works already read, with essay questions on content, grammar, scansion, literary devices, and in-depth analyses of specific passages. A graduation requirement is an Oral Exam where students will be asked to read and translate on sight a passage from the syllabus.
4. Posters: Students will choose a passage from each of the longer books to depict in a collage format. Students will recite the Latin and their original translation as part of their presentation.
5. Supplemental: From time to time, students will read and discuss relevant articles from classical journals. Students will study the art and architecture of the Augustan era, e.g. comparing the Doryphorus statue with the Augustus Prima Porta. Students will learn about archaeological sites, such as Troy and Cuma. Students will memorize the opening lines of the *Aeneid* and recite them in celebration of Vergil's birthday.

#### **Supplemental Materials:**

"In Search of the Trojan War, I-VI," narrated by Michael Wood, BBC videos, 1985.

Various articles from national Geographic, Classical Outlook, Classical Journal, and other professional journals.

Any assortment of pertinent literary critiques, newspaper articles, slides, cultural materials, etc.

Guest lectures.