

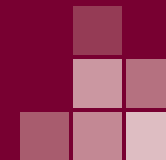
AP[®] Latin

Course Planning and Pacing Guide 3

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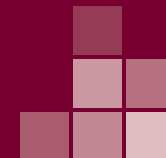
The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Welcome to the AP Latin Course Planning and Pacing Guide

This guide is one of four Course Planning and Pacing Guides designed for AP Latin teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

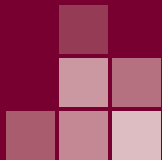
Each Course Planning and Pacing Guide highlights how the components of the *AP Latin Course and Exam Description* — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — called out on the right side of the page — to aid in planning the AP Latin course.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the four Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.



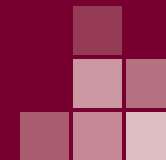
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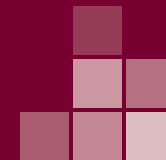
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Hampden Academy Hampden, Maine

School	Public high school in a bedroom community of Bangor, Maine, with approximately 700 students from three towns.
Student population	Community is rural, ethnically homogenous, but economically diverse: <ul style="list-style-type: none">• 98 percent of students are Caucasian.• 2 percent are of African, Asian, or Native American heritage.• 20 percent are eligible for free or reduced-price lunch.• Roughly 15 percent of the school population is enrolled in Latin in any given year.
Instructional time	There are 75 instructional days prior to the AP® Latin Exam; classes typically begin after Labor Day. Classes meet for 82 minutes every other day; however, because of inclement weather, class is missed several times a year.
Student preparation	Students are able to sign up for French, Spanish, Latin, or American Sign Language in ninth grade. Thus, students taking AP Latin will be in 12th grade and in their fourth year of study. Most students who enroll in Latin 3 in 11th grade end up taking AP Latin. They tend to be high-achieving, college-bound students with a wide range of abilities in Latin.

Overview of the Course



The goal of this AP Latin class is to teach students the brilliance of Vergil's words and Caesar's deeds. The fact that the *Aeneid* is still being reinterpreted today confirms its timelessness and importance. When we discuss the literary significance of this work, I stress that the reception of the *Aeneid* has changed over the last 50 years. By diverging from traditional ideas about Aeneas and Caesar, we can see the work itself in a new light. The modern view of Caesar and his omnipresence in history make his *Commentaries on the Gallic War* an accessible and relevant work. Not every high school student knows about Vergil and Aeneas, but almost all of them have studied Caesar in history class. Thus the addition of Caesar to the revised AP Latin course and exam allows me to bridge the new and the familiar.

Much of the beginning of the school year focuses on translation of Latin, so that we can approach large numbers of lines or words later on in the year. Since my students have spent the previous semester studying Latin poetry (Ovid and Catullus), I start my course with Vergil in order to give them an entire year in which to understand and become accustomed to the style of hexameter and other meters.

Translation sessions take place daily; understanding the text is of highest importance, and pursuing this goal often leads to fruitful discussions about grammar, literary terminology, and themes. I try to make these discussions the most enjoyable part of class. A good deal of class time is devoted to informal dialogue between the students, and I serve in a supporting role as both commentator and agitator. I encourage as much witty banter and humor as possible; I have found this approach helps reinforce memory of the Latin.

In addition to gaining skill in translation, by the end of the year, students will be able to analyze a Latin text and read and understand a selection of text they have never seen before. Some students will go on to take Latin in college, so one of my goals is to give them their first taste of literary analysis and a good preview of what a college classics course is like. I firmly believe many of the analytical and critical-thinking skills we work on in AP Latin are transferrable to any other discipline in college. Another goal is to instill in students the joy of completing a challenging activity while having fun and forming lasting bonds among students, teacher, and the language. In the end, I hope to make AP Latin memorable and have an enduring, positive impact on all my students.

Introduction to Vergil's *Aeneid*

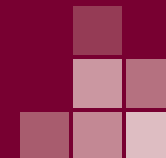
Required Reading Assignments:

- Vergil, *Aeneid*, Books 1, 2, 4, 6, 8, and 12 (in English)

Themes:

- Literary Genre and Style
- History and Memory
- Leadership
- Human Beings and the Gods
- Roman Values

Estimated Time:
4 days



Essential Questions:

▼ What makes a work of literature an epic? ▼ How should we understand the *Aeneid*? ▼ What role does history have in the *Aeneid*? ▼ How is Rome portrayed in its literature? ▼ What leadership qualities are valued in Roman literature? ▼ What impact do the gods have on the lives of mortals?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Historical Events	Instructional Activity: Lecture After we review the course syllabus and talk about ways to succeed in AP Latin, I briefly introduce Vergil, his influences, the role of Maecenas, and a short history of Rome. Students are expected to take notes on this presentation, especially since this contextualization activity will be referenced many times throughout the year. Two great resources for this activity are William Harris's Web page on Vergil's life and David Ross's book <i>Virgil's "Aeneid": A Reader's Guide</i> . At this point, I introduce three main themes for this part of the course: leadership (through Aeneas), human beings and the gods, and Roman values (<i>Romanitas</i>). Harris's introduction to his commentary discusses the last two themes in depth.
Analysis of Texts: Inferences and Conclusions, Use of Contextual Knowledge	Instructional Activity: Discussion We discuss two books each day, covering the following topics: major events and plot; connections to our themes; Vergil's inter- and intratextuality; the characterization of Aeneas; any questions or puzzling events.
Analysis of Texts: Argumentation	Formative Assessment: Essay At the beginning of each class, and before we discuss the books for the day, the students write a short essay (250–500 words) in response to a question that addresses a theme from the previous night's reading. These questions prepare students for the discussion of the books in class and can be used to clarify any misconceptions. An example prompt: <i>In Books 1 and 2, we saw Aeneas in a variety of situations. Characterize his leadership with several specific examples from the Aeneid.</i>
Contextualization: Mythology and Legends	Instructional Activity: Discussion Students review a family tree of the gods relevant to the <i>Aeneid</i> , including the connection of Aeneas and Augustus to this tree. I use the Theoi Greek Mythology website and my own handouts to show the relationships between gods and heroes. An appropriate question to ask students after they are presented with the family tree is, <i>Why is the line from Jupiter to Augustus important to the Aeneid and Rome?</i> As a class, we come up with possible answers regarding the significance of this connection and list them on the board.
Analysis of Texts: Argumentation	Summative Assessment: Essay At the end of this short introductory unit, the students pick one of the main themes we discussed initially and explore the way Vergil addresses it throughout the book. This is a take-home essay, between 1,000 and 1,500 words, written over one or two weeks, separate from the regular class activities.

This recurring activity should help students develop a good foundation with which to analyze the Latin text. Because it is helpful for teachers to understand recent Aeneid scholarship, I strongly recommend J. D. Reed's Virgil's Gaze: Nation and Poetry in the "Aeneid" for background.

Having students write about what they know is a good way to both spark discussion and increase recall of the events in each book. It can also produce a more careful reading of the text. For this assessment, I generally give feedback through group discussion and specific comments on each student's essay. Often we go over the main points of the essay (as highlighted in the question) in the discussion that immediately follows the essay writing.

This summative assessment addresses the following essential questions:

- How is Rome portrayed in its literature?
- What leadership qualities are valued in Roman literature?
- What impact do the gods have on the lives of mortals?

Invocation, Translation, and Juno

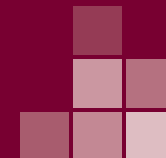
Required Reading Assignments:

- Vergil, *Aeneid*, Book 1: Lines 1–80

Themes:

- Literary Genre and Style
- Views of Non-Romans
- Human Beings and the Gods

Estimated Time:
6 days



Essential Questions: ▼ How does an author begin an epic? ▼ What impact do the gods have on the lives of mortals? ▼ How are enemies portrayed in an epic?

Learning Objectives	Instructional Activities and Assessments
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation Students translate the Latin from Book 1, lines 1–80, being careful to translate as literally as possible. Since vocabulary plays a huge role in translation, the students are encouraged to write down words they don't know so they'll have an individualized working list of vocabulary words. During this first unit, I make sure all students are writing out their own translations.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check Assessment of translations in this unit occurs with a quick vocabulary check. Students define a certain number of underlined vocabulary words (e.g., 20 out of 25) in a short time. The words chosen in this unit are specific and important to the text (e.g., <i>ira</i> and <i>nimborum</i>).
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge	Instructional Activity: Discussion of Translation Once we have assessed homework translations, we review the translation, vocabulary, and grammar of each section. For this discussion, students are not allowed to use their own translations, nor are they permitted to write down the "official translation." Instead, they have a clean sheet of paper with <i>Aeneid</i> , Book 1, lines 1–80 properly spaced and in a large font, which they are allowed to annotate as we review the lines.
Reading and Comprehension: Scansion	Instructional Activity: Scansion Since prosody (scansion) is covered in Latin 3, we review dactylic hexameter in AP Latin and scan the first seven lines from Vergil. I offer extra credit for additional scanning, instead of spending more class time on perfecting this activity.
Contextualization: Mythology and Legends, Authors and Literary Conventions	Instructional Activity: Discussion Students read through William Anderson's essay "Vergil Begins His Epic" from <i>The Art of the "Aeneid,"</i> in which the writer analyzes the first 11 lines of the epic poem. As a class, we discuss the various themes that Vergil relates in his introduction and invocation. Finally, we explore the opening lines of other epics (Homer's <i>Iliad</i> and <i>Odyssey</i> , Statius's <i>Thebaid</i> , and Lucan's <i>Civil War</i>) for comparison and contrast.
Analysis of Texts: Analysis of Language and Style	Instructional Activity: Textual Analysis and Discussion In small groups, students discuss Juno's speech about Aeneas and Minerva and pick out words that show her rage. In their discussions, students grapple with the guiding question, <i>What impression do we get of the gods in this first speech?</i> The groups then share answers with the class.

I remind students that their ability to translate Latin — specifically, their ability to master the vocabulary and to understand the syntactical and grammatical patterns from the translations we cover in class — will directly determine their level of success on the AP Latin Exam at the end of the year.

Not only does this assessment quickly determine whether students are prepared for class; it also allows me to bring up philological arguments about specific words. Feedback is usually specific and involves correcting definitions of important words. On this type of translation check, I look for poor results in order to identify students who do not prepare for class as carefully as they should.

This type of activity is used for translation discussions in each of the following units.

I have found that prosody is mastered through repetition and effort. Almost all students take advantage of the extra-credit opportunity, and after scanning hundreds of hexameters, they become very good at scanning (and seem to enjoy it, too).

This is a good time to begin the ongoing discussion on how to write analytical essays.

Invocation, Translation, and Juno

(continued)

Essential Questions: ▼ How does an author begin an epic? ▼ What impact do the gods have on the lives of mortals? ▼ How are enemies portrayed in an epic?

Learning Objectives	Instructional Activities and Assessments
Reading and Comprehending: Vocabulary	Instructional Activity: Vocabulary Work Throughout the semester, students take teacher-created online quizzes that pinpoint words found 12 or more times in Books 1–6 of the <i>Aeneid</i> . The list of words I use for the quizzes was compiled by Clyde Pharr and is found in Barbara Weiden Boyd’s textbook.
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading In every unit, I use sight reading to help students build vocabulary, become better at deducing meaning from context and word analysis, and gain self-confidence and fluency in reading Latin. In this unit, the class memorizes 20 vocabulary words from a sight-reading passage. In the next class, we do the sight-reading exercise in pairs and discuss the answers as a class. While we are reading the <i>Aeneid</i> , I choose prose passages from non-syllabus-based authors that, whenever possible, complement the reading.
Reading and Comprehending: Content, Terminology, Scansion Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Argumentation, Analysis of Language and Style	Summative Assessment: Exam This exam contains a sight-reading passage from Vergil, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay prompt: <i>Discuss how Vergil characterizes Carthage in these lines, and how this characterization relates historically to Vergil’s time.</i>

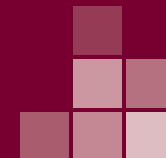
While this activity does not work on vocabulary in context, it does improve recognition of common words, especially conjunctions and adverbs. The online quiz draws 25 words at random from the list of over 500. Taking this short online quiz repeatedly throughout the term helps students improve their vocabulary.

This summative assessment addresses the essential question, How are enemies portrayed in an epic?

- Vergil, *Aeneid*, Book 1: Lines 81–209

- Leadership
- Literary Genre and Style

6 days



Essential Questions: ▼ What leadership qualities are valued in Roman literature? ▼ How can literary terminology and metrical structures reinforce a narrative?

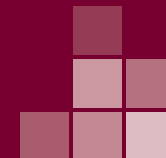
Learning Objectives	Instructional Activities and Assessments
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation Students translate the Latin from Book 1, lines 81–209, being careful to translate as literally as possible. With the introduction of scansion in this unit, I ask students to observe the various places in which the metrical pattern of the line can aid in creating a literal translation (e.g., words that end in <i>–a</i> , differences between the ablative <i>–is</i> and the genitive <i>–is</i>).
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check Assessment in this unit occurs through a chunking activity that evaluates students' actual translation in the AP style, in which the entire passage is divided into 18 grammatical units, or chunks. For instance, in this unit I am concerned that students translate prepositional phrases correctly. Even though the entire translation is assessed, I emphasize and devote extra time to chunks with prepositional phrases (e.g., by reviewing immediately after the assessment).
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework Students answer multiple-choice and short-answer questions about the translated Latin. During this unit, the homework focuses on identifying literary terminology in the text, along with the purpose of each one. Much like the translation checks, I use these homework questions to identify topics that need to be reviewed.
Analysis of Text: Analysis of Language Usage and Stylistic Features	Instructional Activity: Literary Terminology After discussing the translation, I introduce the terminology and literary style that my students are expected to know. In a short activity, we cover the literary terms (e.g., <i>chiasmus</i> , <i>synchysis</i>) they should already know from previous Latin or English classes. The remaining terms are introduced and discussed in depth with examples, and, when possible, with Latin phrases the students have already read.
Reading and Comprehension: Scansion	Instructional Activity: Scansion and Discussion We examine Vergil's use of metrical patterns to reinforce his description of the storm, looking especially at Book 1, lines 85–88. I pose the question, <i>How does Vergil use the meter to reinforce the narrative?</i> Students brainstorm responses individually for about 5 minutes, then we discuss as a class. I ask students to think of realistic metrical patterns that would be effective in conveying or enhancing a vivid image (e.g., a horse race represented by four dactyls).

These translation checks at the beginning of class serve two goals: to help me gauge whether students are approaching this task properly, and to assist me in determining how to approach the translation review. Students receive feedback as a group and individually. The information from this assessment enables me to identify challenges for students as we continue doing chunking activities.

Feedback is given to students individually in order to help them improve on the multiple-choice section of the exam. General feedback is given to the class on strategies for the more difficult questions. Students' performance on this assessment informs my decisions about next instructional steps.

Literary terms are an important topic to revisit throughout the year, especially the ones that are hard to remember, like tmesis and hyperbaton. Often when one of these shows up in the Latin we are covering in class, I include it in the homework assignment.

If students can think of metrical patterns that suggest vivid images, they might find it interesting to locate actual instances from literature. This activity requires a lot of research and knowledge of epics, however.



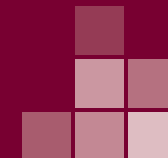
Essential Questions: ▼ What leadership qualities are valued in Roman literature? ▼ How can literary terminology and metrical structures reinforce a narrative?

Learning Objectives	Instructional Activities and Assessments
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading In every unit, I use sight reading to help students build vocabulary, become better at deducing meaning from context and word analysis, and gain self-confidence and fluency in reading Latin. In this unit, I give students a sight-reading passage on poetry; all the questions are answered by scanning (e.g., number of elisions in a line, metrical pattern of the first four feet, and identification of the case of words). Afterward, we review the answers as a class and discuss testing strategies.
Reading and Comprehending: Content, Terminology, Scansion Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Argumentation, Analysis of Language and Style	Summative Assessment: Exam This exam contains a sight-reading passage from Vergil, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay prompt: <i>Using specific references to the text, discuss how Aeneas shows leadership.</i>

This summative assessment addresses the essential question, What leadership qualities are valued in Roman literature?

- Vergil, *Aeneid*, Book 1: Lines 418–440, and 494–578

- Leadership
- Literary Genre and Style
- Views of Non-Romans



Essential Questions: ▼ What role do similes play in Vergil's work? ▼ What roles do women play in Roman epic? ▼ What leadership qualities are valued in Roman literature?

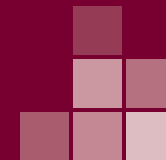
Learning Objectives	Instructional Activities and Assessments
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation The students translate the Latin, as literally as possible, from Book 1, lines 418–440 and 494–578.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check An area of emphasis in this unit is noun translations (the correct number and case). While the entire translation is assessed, I emphasize and devote extra time to the chunks with this grammatical structure. (For a detailed description of this formative assessment, please refer to Unit 3.)
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework Students answer multiple-choice and short-answer questions on the translated Latin. To support the grammar review in this unit, we focus on nouns.
Analysis of Texts: Analysis of Language Usage and Stylistic Features	Instructional Activity: Discussion and Essay After discussing the translation, we talk about similes. Students, organized into small groups, brainstorm the various ways the similes in the <i>Aeneid</i> affect our understanding of the plot. Then I introduce the Latin and English of Book 4, lines 143–149, Aeneas as Apollo, and lead a small-group discussion on the following question: <i>How does Vergil use similes to undermine his overt meaning?</i> Students' homework assignment is to write a one-page essay addressing this question.
Reading and Comprehending: Terminology	Instructional Activity: Grammar Review After we have reviewed scansion and literary terminology, we begin reviewing the grammatical structures students need to know for the exam. I introduce a few of these in each class as either an activity at the start of class or a break after translation review, using examples from the <i>Aeneid</i> where possible. This type of activity recurs for the rest of the semester and throughout our reading of the <i>Aeneid</i> , and some topics take more time than others to cover. We begin this semester-long activity by focusing on the various uses of the genitive, dative, accusative, and vocative.
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading In every unit, I use sight reading to help students build vocabulary, become better at deducing meaning from context and word analysis, and gain self-confidence and fluency in reading Latin. In this activity, the class works in pairs and has 10 minutes, using dictionaries, to determine the meaning of the passage. After each pair answers a set of questions on the passage, we review the answers as a class and discuss testing strategies.

Feedback from this assessment informs our grammar review for the unit on noun cases.

Feedback is given to students individually in order to help improve their ability to recognize the various uses of noun cases. General feedback is given to the class on strategies for handling the more difficult questions.

I especially like this simile activity because it makes connections between books. It is important to see the *Aeneid* not as a linear text but as one with a number of intra- and intertextual connections.

Grammatical terms always trip up my students, even though they are able to read and translate Latin well enough. So I make sure to introduce the AP terminology in Latin 3, and then revisit it in this and subsequent units of AP Latin.



Essential Questions: ▼ What role do similes play in Vergil's work? ▼ What roles do women play in Roman epic? ▼ What leadership qualities are valued in Roman literature?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Content, Terminology, Scansion</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Analysis of Texts: Argumentation, Analysis of Language and Style</p>	<p>Summative Assessment: Exam</p> <p>This exam contains a sight-reading passage from Vergil, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay prompt: <i>Using specific references to the text, discuss how Dido shows leadership.</i></p>

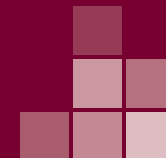
This summative assessment addresses the following essential questions:

- What roles do women play in Roman epic?
- What leadership qualities are valued in Roman literature?

- Vergil, *Aeneid*, Book 2: Lines 40–56, 201–249, 268–297, and 559–620

- Literary Genre and Style
- Human Beings and the Gods

6 days



Essential Questions: ▼ How is the fall of Troy a struggle against the gods? ▼ How does an author appeal to the reader's feelings?
▼ What roles do women play in Roman epic?

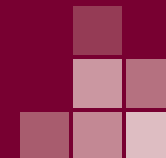
Learning Objectives	Instructional Activities and Assessments
Contextualization: Mythology and Legends, Authors and Literary Conventions Reading and Comprehending: Context	Instructional Activity: Background Discussion I ask students to write a short essay on their recollection of the Trojan War, based on their prior knowledge and earlier reading of the <i>Aeneid</i> (see Unit 1). We then discuss as a class what Aeneas includes in his account of the fall and what else we know (from other sources) about the destruction of Troy.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation The students translate the Latin from Book 2, lines 40–56, 201–249, 268–297, and 559–620, being careful to translate as literally as possible.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check An area of emphasis in this unit is the translation of ablatives. While the entire translation is assessed, I emphasize and devote extra time to the chunks with this grammatical structure. (For a detailed description of this formative assessment, please refer to Unit 3.)
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework Students answer multiple-choice and short-answer questions on the translated Latin. To reinforce the grammar review in this unit, we focus on the uses of the ablative. Feedback is given to students individually in order to help improve their ability to recognize the various forms of the ablative case. General feedback is given to the class on strategies for dealing with the more difficult questions.
Reading and Comprehending: Terminology	Instructional Activity: Grammar Review We continue the grammar review that we began in Unit 4. In this unit, we focus on the numerous uses of the ablative. (For a detailed description of this instructional activity, please refer to Unit 4.)
Analysis of Texts: Analysis of Language and Style	Instructional Activity: Textual Analysis, Discussion, and Essay After discussing the translation, we look at the various aspects of Aeneas's narration, including bias, found in Book 2. Individually, students find instances in which Aeneas injects his own thoughts into the text. As a class, we discuss the question, <i>What impression can we form of Book 2, once we take into account Aeneas's point of view in his narration?</i> After the discussion, students' homework assignment is to write a one-page essay addressing this question.

Putting the Trojan War into context introduces the idea of narrative bias. Apollodorus's Library of Greek Mythology is a great primary resource for teachers, while Barry Strauss's book The Trojan War: A New History gives historical context to the stories. The Theoi Greek Mythology website is a great secondary source that provides background information and other material for many of the traditional stories.

I provide feedback to students about their translations; information from this assessment informs both our grammar review of the ablative and my decisions about next instructional steps.

The Destruction of Troy

(continued)



Essential Questions: ▼ How is the fall of Troy a struggle against the gods? ▼ How does an author appeal to the reader's feelings?
▼ What roles do women play in Roman epic?

Learning Objectives	Instructional Activities and Assessments
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading In every unit, I use sight reading to help students build vocabulary, become better at deducing meaning from context and word analysis, and gain self-confidence and fluency in reading Latin. In this unit, students work for 10 minutes, individually and with dictionaries, to determine the meaning of a passage before answering the multiple-choice questions. Afterward, we review the answers as a class and discuss strategies for understanding difficult passages.
Reading and Comprehending: Content, Terminology Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Review Game To continue with the topic of gods meddling in the lives of mortals, we play a review game that presents students with Latin quotations representing actions of the gods. Students compete in teams of two or three to determine which god is represented by the quotation and the way humanity is affected, in the text, by the god's actions. The game is played game show-style: the first team to hit the buzzer has 3–5 seconds, without conferring, to answer the question. Once the quote is correctly identified, the team gets a 30-second bonus question on the significance of the quote in the greater work.
Reading and Comprehending: Content, Terminology, Scansion Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Argumentation, Analysis of Language and Style	Summative Assessment: Exam This exam contains a sight-reading passage from Vergil, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay prompt: <i>What impression do we get about Helen in these lines? Is this description justified or not? Discuss your answer.</i>

This summative assessment addresses the following essential questions:

- What roles do women play in Roman epic?
- How does an author appeal to the reader's feelings?

Dido, Falling in and out of Love

Required Reading Assignments:

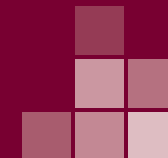
- Vergil, *Aeneid*, Book 4: Lines 160–218, 259–361, and 659–705

Themes:

- Views of Non-Romans
- Human Beings and the Gods
- Leadership

Estimated Time:

8 days



Essential Questions:

▼ What roles do women play in Roman epic? ▼ What impact do the gods have on the lives of mortals? ▼ What leadership qualities are valued in Roman literature? ▼ How are stereotypes of non-Romans reinforced in this book?

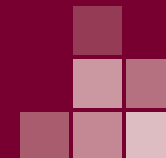
Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Historical Events	Instructional Activity: Essay and Discussion <p>We have covered the history of the second triumvirate in previous Latin courses. In light of the impact of Antony and Cleopatra on Vergil's characterization of Aeneas and Dido, this is a good time to discuss the historical context. In a take-home essay, students are asked to research and summarize the Antony and Cleopatra story and address their interpretation of the characterization of the pair by the resources they have read. Then, in class, we explore students' conclusions. I make sure to discuss how our version of history is sometimes clouded by our sources. I use clips from the film <i>Cleopatra</i> and HBO's <i>Rome</i> to contextualize this topic visually.</p>
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation <p>Students translate the Latin, as literally as possible, from Book 4, lines 160–218, 259–361, and 659–705.</p>
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check <p>An area of emphasis in this unit is the translation of subjunctive. While the entire translation is assessed, I place emphasis on and devote extra time to the chunks that contain this grammatical structure. (For a detailed description of this formative assessment, please refer to Unit 3.)</p>
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework <p>Students answer multiple-choice and short-answer questions on the translated Latin. To support the grammar review in this unit, we focus on the uses of the subjunctive. Feedback is given to students individually in order to help improve their ability to recognize the various instances of the subjunctive. General feedback is given to the class on strategies for handling the more difficult questions.</p>
Reading and Comprehending: Terminology	Instructional Activity: Grammar Review <p>We continue the grammar review that we began in Unit 4. This unit's review focuses on the uses of the subjunctive, including conditions. (For a detailed description of this instructional activity, please refer to Unit 4.)</p>

Because the events of the second triumvirate are so recent in the minds of Vergil and his readers, I explain to students the possible connections between Aeneas and Dido, on the one hand, and Antony and Cleopatra, on the other. This activity can be linked with the previous unit and our discussion of narrative bias, as well.

I provide individual feedback to students on their translations. Information from this assessment aids our grammar review of the subjunctive and also informs my decisions about next instructional steps.

Dido, Falling in and out of Love

(continued)



Essential Questions:

▼ What roles do women play in Roman epic? ▼ What impact do the gods have on the lives of mortals? ▼ What leadership qualities are valued in Roman literature? ▼ How are stereotypes of non-Romans reinforced in this book?

Learning Objectives	Instructional Activities and Assessments
Analysis of Texts: Analysis of Language and Style	Instructional Activity: Textual Analysis, Discussion, and Essay After discussing the translation and reviewing the text through Book 4, line 361, we examine how Vergil characterizes Aeneas and Iarbas. Students take 15 minutes to look at the text, find quotations/passages, form a thesis, and outline a possible answer to this essay prompt: <i>Describe the characterization of Aeneas and Iarbas in this section. Discuss the reasons for this characterization and the effect it has on the reader.</i> As a class, we discuss students' theses and points of evidence, coming up, in effect, with a master outline for the essay. Students' homework assignment is to write a one-page essay addressing this prompt.
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading In every unit, I use sight reading to help students build vocabulary, become better at deducing meaning from context and word analysis, and gain self-confidence and fluency in reading Latin. From this unit until the end of the course, the students work individually, without dictionaries, for 5 minutes before answering the questions. Afterward, we review the answers as a class and discuss strategies for understanding difficult passages.
Reading and Comprehending: Content, Terminology, Scansion Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Argumentation, Analysis of Language and Style	Summative Assessment: Exam This exam contains a sight-reading passage from Vergil, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following essay prompt: <i>Discuss how the gods have an impact on the lives of mortals. Is this impact positive or negative? Justify your answer.</i>

This concept of non-Roman characterization is continued in Units 12 and 13, and becomes a theme we consider during each class.

This summative assessment addresses the essential question, What impact do the gods have on the lives of mortals?

The Underworld and the Future of Rome

Required Reading Assignments:

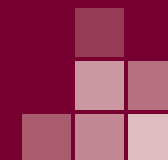
- Vergil, *Aeneid*, Book 6: Lines 295–332, 384–425, 450–476, and 847–899

Themes:

- History and Memory
- War and Empire
- Roman Values

Estimated Time:

7 days



Essential Questions:

▼ What opinion does Vergil seem to offer about the nature of the Roman Empire through Aeneas's trip to the Underworld? ▼ Why does Vergil use the parade of heroes, and what is he trying to say? ▼ What specific values are praised by the depiction of Marcellus? ▼ How are Roman values portrayed in Roman literature?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Mythology and Legends	Instructional Activity: The Underworld Discussion Students look at a map of Aeneas's route through the Underworld. With the help of a word bank, they write a sentence or two about specific examples of Aeneas's encounters in the Underworld, including not just the incident itself but any background information necessary to put it into context. We then discuss students' sentences as a class.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation The students translate the Latin, as literally as possible, from Book 6, lines 295–332, 384–425, 450–476, and 847–899.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check An area of emphasis in this unit is the translation of infinitives and participles. While the entire translation is assessed, I emphasize and devote extra time to the chunks that contain this grammatical structure. (For a detailed description of this formative assessment, please refer to Unit 3.)
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework Students answer multiple-choice and short-answer questions on the translated Latin. To support the grammar review in this unit, we focus on the infinitive, indirect statement, and participles. Feedback is given to students individually in order to help improve their ability to recognize the various forms of these constructions. General feedback is given to the class on strategies for the more difficult questions.
Reading and Comprehending: Terminology	Instructional Activity: Grammar Review We finish the grammar review that we began in Unit 4. This unit's review focuses on the infinitive, indirect statement, participles, and gerunds/gerundives. (For a detailed description of this instructional activity, please refer to Unit 4.)
Analysis of Texts: Analysis of Language and Style	Instructional Activity: Textual Analysis and Discussion After discussing the translation, we look at the final encounter between Dido and Aeneas, in Book 6, lines 450–476. As a class, we discuss the following questions: <i>Describe the final encounter between Aeneas and Dido. How have the roles been reversed? Who "wins" in the end?</i> After the discussion, the students' homework assignment is to write a one-page essay addressing these questions.

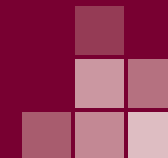
This is a good time to remind students that Aeneas's descent to the Underworld actually reflects both his past and his future.

Participles and infinitives recur in our translation checks with Caesar in later units. I provide individual feedback to students, and information from this assessment informs our grammar review for the unit on infinitives and participles as well as my decisions on next instructional steps.

Marilyn Skinner's article "The Last Encounter of Dido and Aeneas" is a great resource to use in the subsequent discussion.

The Underworld and the Future of Rome

(continued)



Essential Questions:

▼ What opinion does Vergil seem to offer about the nature of the Roman Empire through Aeneas's trip to the Underworld? ▼ Why does Vergil use the parade of heroes, and what is he trying to say? ▼ What specific values are praised by the depiction of Marcellus? ▼ How are Roman values portrayed in Roman literature?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Historical Events	Summative Assessment: Essay and Discussion Students use the Internet to find the answer to the question, <i>Who is Marcellus, and why does Vergil spend so much time on him in Book 6?</i> Students write a paragraph explaining their answers, and then we discuss what they have found.
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading We continue to practice sight reading on one or two days during this unit. (For a detailed description of this instructional activity, please refer to Unit 6.)
Reading and Comprehending: Content, Terminology, Scansion Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Argumentation, Analysis of Language and Style	Summative Assessment: Exam This exam contains a sight-reading passage from Vergil, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay question: <i>What sort of Roman values does Marcellus especially exemplify in this passage? Back up your answer with specific references to the text.</i>
Analysis of Texts: Development of an Argument, Use of Latin Textual Examples, Inferences and Conclusions, Analysis of Language Usage and Stylistic Features	Instructional Activity: Article Review, Essay, and Presentation Students read a journal article analyzing the <i>Aeneid</i> and write a one-page review. I ask them to identify the author's thesis, to describe the author's way of proving the thesis, and then to explain whether the author is convincing or, if not, in what way the argument might be improved. After they have written their papers, students present their articles, and we discuss each one as a class.
Reading and Comprehending: Content, Terminology Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Review To review all of the <i>Aeneid</i> , we play a game in which phrases from the AP Latin syllabus have been taken out of context. Students, in teams of two or three, compete to identify the context of the quote and then describe its relevance to the epic.

In conjunction with this topic, I strongly recommend Reed's chapter on Marcellus in Virgil's Gaze: Nation and Poetry in the "Aeneid."

This summative assessment addresses the essential question, How are Roman values portrayed in Roman literature?

An activity like this helps students understand how an argument is developed and how Latin textual examples can be used effectively in an essay. It also allows my students to think critically about an argument: I stress that they do not need to accept the author's thesis.

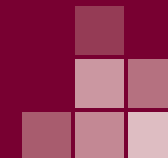
This review provides me with information about students' understanding of the Aeneid, and helps me decide on next instructional steps.

Introduction to
Julius CaesarRequired Reading
Assignments:

- Caesar, *Gallic War*, Books 1, 6, and 7 (in English)

Themes:

- Literary Genre and Style
- Leadership
- Views of Non-Romans
- War and Empire

Estimated Time:
2 days

Essential Questions: ▼ What makes Caesar's *commentarii* different from Roman epic? ▼ What role did history play in shaping Caesar's literature? ▼ How is Rome portrayed in its literature?

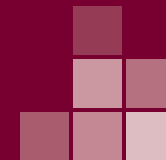
Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Historical Events, Knowledge of Authors and Literary Conventions	Instructional Activity: Lecture I introduce Caesar and provide historical background on the late Republic. The main goal of this contextualization activity is to give students a good foundation for the events we will be reading about during this semester.
Contextualization: Roman Cultural Practices	Instructional Activity: Discussion Using clips from HBO's <i>Rome</i> , we briefly review the Roman military complex in Caesar's time, with specific examples and references to the <i>Gallic War</i> . We also refer to John Warry's book <i>Warfare in the Classical World</i> , a useful resource with pictures and descriptions that we discuss along with the video clips.
Analysis of Texts: Inferences and Conclusions, Use of Contextual Knowledge	Instructional Activity: Discussion For two classes we discuss the three books of the <i>Gallic War</i> required to be read in English: Book 1 on the first day (along with other introductory material on Caesar), and Books 6 and 7 on the second. Primarily, we discuss the major events and plot, connections to our themes (see essential questions), and any questions or puzzling events. This approach should give students a good foundation with which to analyze the Latin text. I also present information from Paul Murphy's article on themes in the <i>Gallic War</i> and Josiah Osgood's article "The Pen and the Sword: Writing and Conquest in Caesar's Gaul," both fine resources.
Contextualization: Influential People and Historical Events	Instructional Activity: Presentation and Discussion In the Book 1 discussion, I present the background of the <i>terror Gallicus</i> and the many times the Romans and Gauls faced each other in battle before Caesar's expansion into Gaul. This background information is important for understanding the Roman psychology toward the Gauls. Students are expected to take notes on this presentation, since it includes material new to them that will benefit them throughout <i>Gallic War</i> . At the end of this activity, pairs of students come up with modern examples of the <i>terror Gallicus</i> and share their ideas with the class.
Analysis of Texts: Argumentation	Formative Assessment: Essay At the beginning of each class and before we discuss the book(s) for the day, the students write a short essay (250–500 words) in response to a question that addresses a theme from the previous night's reading. These questions are designed to assess whether the students have read the sections, and to prepare them for the discussion of the books in class. The questions can be used to clarify any misconceptions, as well. An example essay prompt: <i>In Book 1, Caesar explains how he was able to involve himself and Rome in Gaul. Discuss his rationale, providing specific examples. Do you agree with his reasoning? Was Roman involvement justified? Explain your responses to these questions.</i>

This overarching discussion of the author and his context should make the transition from Vergil to Caesar easier, especially since they lived in similar times. Many resources are available to teachers for this activity; I recommend either Lendering's entry on Caesar at Livius.org, or Adrian Goldsworthy's Caesar: Life of a Colossus. Other references are listed in the resources section of this document.

The books of the Gallic War are not as potentially confusing as those of Aeneid, but the structure of each book should be emphasized as a way of helping students remember the plot details. This structure, in turn, helps with comprehension of the themes.

Coming up with modern examples of the terror Gallicus helps to make reading Caesar more relevant today. Moreover, the activity contextualizes the war and helps students understand the psychology of the Romans.

For this assessment, I give feedback generally through group discussion and, more specifically, by comments on each student's essay. Often, we go over the main points of the essay in the class discussion that immediately follows the essay.



Essential Questions: ▼ What makes Caesar's *commentarii* different from Roman epic? ▼ What role did history play in shaping Caesar's literature? ▼ How is Rome portrayed in its literature?

Learning Objectives	Instructional Activities and Assessments
Analysis of Texts: Argumentation	<p>Summative Assessment: Essay</p> <p>At the end of this introductory unit, students pick one of the essential questions and address it in an essay of 1,000 to 1,500 words. These essays are written over one or two weeks, separate from the regular class activities. In preparing their essays, students should draw facts and perspectives from the Caesar text read in English, along with any ideas formed during our class discussion.</p>

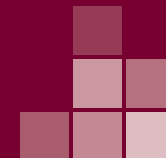
This summative assessment addresses the following essential questions:

- What makes Caesar's *commentarii* different from Roman epic?
- What role did history play in shaping Caesar's literature?
- How is Rome portrayed in its literature?

- Caesar, *Gallic War*, Book 1: Lines 1–7

- War and Empire
- Leadership
- Views of Non-Romans

5 days



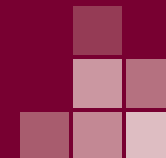
Essential Questions: ▼ How are stereotypes of non-Romans reinforced in Roman literature through Orgetorix? ▼ How does Caesar attempt to justify his actions in Gaul, and are the justifications adequate?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Historical Events	Instructional Activity: The Map of Gaul Students look at a map of Gaul and fill in missing places simply by using the first chapter of Book 1.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation The students translate the Latin, as literally as possible, from Book 1, lines 1–7.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check I use this assessment to see how students are adapting to Caesar. (For a detailed description of this formative assessment, please refer to Unit 3.)
Reading and Comprehending: Vocabulary	Instructional Activity: Vocabulary Work Throughout the semester, students take teacher-created online quizzes that focus on 1,000 words found in Caesar's <i>Gallic War</i> , Books 1–5, compiled by Gonzalez Lodge. While this approach does not work for vocabulary in context, it improves recognition of words commonly found in Caesar's writings, especially conjunctions and adverbs. The online quiz draws 25 words at random.
Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge, Use of Latin Textual Examples	Instructional Activity: Textual Analysis, Discussion, and Essay After discussing the translation, students, working in pairs, look at Caesar's opening in the <i>Gallic War</i> and brainstorm responses to the following questions: <i>How does Caesar portray the main groups of non-Romans in this section? What assumptions can we make about each of these groups, based on his portrayal? Why does Caesar begin his commentaries with this portrayal?</i> As a class, we discuss the ideas suggested by each pair and evaluate the answers. For homework, students write a one-page essay addressing these questions.
Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge, Use of Latin Textual Examples	Instructional Activity: Textual Analysis and Discussion Orgetorix is the main subject of this section, and students look at Caesar's characterization of him. In pairs, students are asked to compare Orgetorix to a modern politician or fictional character, making sure they back up their thoughts with specific references from the text. Each pair creates a short PowerPoint presentation for the class using English and Latin.
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading We continue to practice sight reading one or two days during this unit. While we are reading Caesar, I choose poetry passages whenever possible, to keep students thinking about poetic structure and meter. (For a detailed description of this instructional activity, please refer to Unit 6.)

I like to use maps to orient students spatially in the text. Maps of Roman Gaul can be adapted from those available on the UNC Chapel Hill website.

This check leads to the discussion in the next unit, and students will use these assessments to examine Caesar's style. The translation checks should continue to be interspersed with simple vocabulary checks; the latter allow for basic philology and discussions of Caesar's word choices.

Taking this short online quiz repeatedly throughout the term can help students improve their Latin vocabulary.



Essential Questions: ▼ How are stereotypes of non-Romans reinforced in Roman literature through Orgetorix? ▼ How does Caesar attempt to justify his actions in Gaul, and are the justifications adequate?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Content, Terminology, Scansion</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Analysis of Texts: Argumentation, Analysis of Language and Style</p>	<p>Summative Assessment: Exam</p> <p>This exam contains a sight-reading passage from Caesar, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay question on Book 1, line 7: <i>How does Caesar deal with the Helvetian threat? Is this a positive or negative characterization of him? Support your answer with specific references to this section.</i></p>

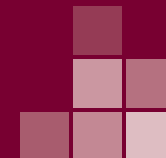
This summative assessment addresses the essential question, How does Caesar attempt to justify his actions in Gaul, and are the justifications adequate?

Required Reading Assignments:

- *Gallic War*, Book 4: Lines 24–35 (including the first sentence of 36)

Themes:

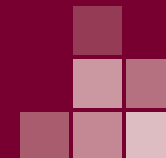
- Views of Non-Romans
- Roman Values
- Leadership

Estimated Time:
7 days

Essential Questions: ▼ What Roman values does Caesar especially exemplify in this section? ▼ How do leaders overcome difficulties?
▼ How are stereotypes of non-Romans (the British) reinforced in Roman literature?

Learning Objectives	Instructional Activities and Assessments
Analysis of Texts: Analysis of Language Usage and Stylistic Features	Instructional Activity: Discussion on Literary Style Students contrast the writing style of Caesar with that of Vergil and other authors studied in Latin 3. This discussion bridges the gap between prose and poetry, and should help students grapple with difficult translations. I ask students to identify specific grammatical structures they see predominately in Caesar (e.g., ablative absolutes).
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation The students translate the Latin, as literally as possible, from Book 4, lines 24–35 and the first sentence of 36.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check An area of emphasis in this unit is ablative absolutes, or any other grammatical feature that students identify during the discussion on Caesar's style. (For a detailed description of this formative assessment, please refer to Unit 3.)
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework Students answer multiple-choice and short-answer questions on the translated Latin. The focus for this unit is on identifying the referent for pronouns. Feedback is given to students individually in order to help improve their ability to recognize to what each pronoun refers. General feedback is given to the class on strategies for handling the more difficult questions.
Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge, Use of Latin Textual Examples	Instructional Activity: Textual Analysis and Discussion After discussing the translation, we investigate how Caesar overcomes the difficulties in his invasion of Britain. Since we have done several analysis activities in pairs, this question is addressed individually: <i>In what ways does Caesar show leadership, positive or negative, in his response to the troubles in Britain?</i> Students spend 15 minutes looking at the text, finding quotations/passages, forming a thesis, and outlining a possible essay. As a class, we discuss students' theses and points of evidence, coming up with a master outline for the question. For homework, students write a one-page essay addressing the question.
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading We continue to practice sight reading one or two days during this unit. (For a detailed description of this instructional activity, please refer to Unit 6.)

With one unit of the Gallic War behind us, we look at Caesar's writing style. I use this discussion to identify areas of focus for our translation checks in this and future units.



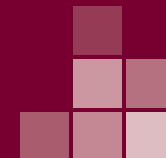
Essential Questions: ▼ What Roman values does Caesar especially exemplify in this section? ▼ How do leaders overcome difficulties? ▼ How are the stereotypes of non-Romans (the British) reinforced in Roman literature?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Content, Terminology, Scansion</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Analysis of Texts: Argumentation, Analysis of Language and Style</p>	<p>Summative Assessment: Exam</p> <p>This exam contains a sight-reading passage from Caesar, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay question on Book 4, line 25: <i>In this passage Caesar describes the difficulties the Romans had in leaving the ship to attack the Britons. Using specific references to the text, identify the distinctly Roman qualities that Caesar praises in his writing.</i></p>

This summative assessment addresses the essential question, What Roman values does Caesar especially exemplify in this section?

- Caesar, *Gallic War*, Book 5: Lines 24–37

- Leadership
- Roman Values
- War and Empire



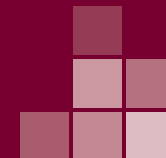
Essential Questions:

- ▼ What differences in leadership are shown by Sabinus and Cotta? ▼ How do Sabinus and Cotta act in an adverse situation? ▼ What specifically Roman values does Caesar extol in this section? ▼ What role does diplomacy play in the war?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Historical Events	Instructional Activity: Background and Map <p>I present students with a map and ask them to locate the various winter camps of Caesar's army. Since there is a large gap in students' knowledge of the <i>Gallic War</i>, we review the events from Books 2–5, especially those relating to the political situation in Gaul.</p>
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation <p>The students translate the Latin, as literally as possible, from Book 5, lines 24–37.</p>
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check <p>An area of emphasis in this unit is participles again, since Caesar uses participles differently than Vergil. (For a detailed description of this formative assessment, please refer to Unit 3.)</p>
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework <p>Students answer multiple-choice and short-answer questions on the translated Latin. The focus for this unit is on translation of short phrases and words, including participles. Feedback is given to students individually in order to help improve their translation. General feedback is given to the class on strategies for handling the more difficult questions.</p>
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading <p>We continue to practice sight reading during this unit. (For a detailed description of this instructional activity, please refer to Unit 6.)</p>
Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge, Use of Latin Textual Examples	Instructional Activity: Textual Analysis and Discussion <p>After discussing the translation, we examine the differences in leadership between Sabinus and Cotta. In the preceding class, I present the question, <i>How does Caesar characterize Sabinus and Cotta, and how does each show specific, distinct qualities of leadership?</i> Then in this class session, we analyze these two characters in a whole-class, student-led discussion. My job as facilitator is to ensure the discussion remains on topic and that all students participate. For homework, students write a one-page essay addressing the question above.</p>

The review of Books 2–5 should be done here rather than in Unit 10, because the British expedition is a section isolated from the larger picture of the war in Gaul.

This question of leadership will be continued in the next unit when we observe how Quintus Cicero deals with a similar situation.


Essential Questions:

▼ What differences in leadership are shown by Sabinus and Cotta? ▼ How do Sabinus and Cotta act in an adverse situation? ▼ What specifically Roman values does Caesar extol in this section? ▼ What role does diplomacy play in the war?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Content, Terminology, Scansion</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Analysis of Texts: Argumentation, Analysis of Language and Style</p>	<p>Summative Assessment: Exam</p> <p>This exam contains a sight-reading passage from Caesar, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay prompt on Book 5, line 37: <i>In this passage, a diplomatic effort goes wrong. Referring to specific examples in the Latin, discuss the values Caesar praises as his soldiers deal with their imminent death.</i></p>

This summative assessment addresses the essential question, What specifically Roman values does Caesar extol in this section?

Quintus Cicero Defends His Camp

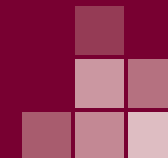
Required Reading Assignments:

- Caesar, *Gallic War*, Book 5: Lines 38–48

Themes:

- Leadership
- Roman Values
- War and Empire

Estimated Time:
5 days



Essential Questions: ▼ What Roman values are exemplified in the Pullo and Vorenus section? ▼ How does Quintus Cicero deal with the adverse situation? ▼ What role does diplomacy play in the war?

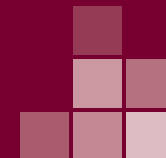
Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Historical Events	Instructional Activity: Lecture My students have read about Marcus Tullius Cicero but few know that he had a brother, Quintus. I introduce this unit with a brief presentation on Quintus, including a discussion of why he would join Caesar's army in Gaul.
Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge, Use of Latin Textual Examples	Instructional Activity: Textual Analysis and Discussion Students, working in pairs, explore the role diplomacy plays in the Sabinus disaster to prepare them for the contrast in Cicero's defense. They then formulate a thesis statement and outline their evidence. As a class, we discuss students' views and construct a class outline. Then students take this outline, and each writes a one-page essay on the topic.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation The students translate the Latin, as literally as possible, from Book 5, lines 38–48.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check The area of emphasis in this unit is the passive verb. (For a detailed description of this formative assessment, please refer to Unit 3.)
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework Students answer multiple-choice and short-answer questions on the translated Latin, similar to the many types of questions they may soon see on the AP Exam. Feedback is given to students individually in order to help them improve on these kinds of questions. General feedback is given to the class on strategies for handling the more difficult questions.
Reading and Comprehending: Vocabulary, Syntax	Instructional Activity: Sight Reading We continue to practice sight reading during this unit. (For a detailed description of this instructional activity, please refer to Unit 6.)

Great resources for this activity are Cicero's letters to Quintus, and T. P. Wiseman's article "The Ambitions of Quintus Cicero."

At this point in the year, students should be thoroughly familiar with this type of assessment. With the AP Latin Exam just a month away, we use it as practice for the translation sections.

Quintus Cicero Defends His Camp

(continued)



Essential Questions: ▼ What Roman values are exemplified in the Pullo and Vorenus section? ▼ How does Quintus Cicero deal with the adverse situation? ▼ What role does diplomacy play in the war?

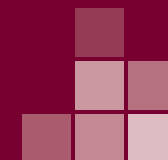
Learning Objectives	Instructional Activities and Assessments
Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge, Use of Latin Textual Examples	Instructional Activity: Textual Analysis and Discussion Quintus Cicero faced a situation quite similar to the one faced by Sabinus but with considerably different results. In the preceding class, I present these questions: <i>How did Cicero deal with a similar situation differently, and how did Cicero's response result in a different outcome? Would Sabinus have had a similar result if he had acted differently? Back up your discussion with specific examples from the text.</i> Students participate in a class discussion, making sure to support their responses with textual evidence. For homework, students write a one-page essay addressing the questions above.
Analysis of Texts: Argumentation Reading and Comprehending: Content	Instructional Activity: Leadership Strategies According to ... We now have discussed the leadership qualities of five literary figures: Quintus Cicero, Sabinus, Cotta, Aeneas, and Dido. Students, working in small groups, pick one of these and create a fictional narrative showing how the figure would run a modern business, school, or political campaign. I expect students to focus on both positive and negative characteristics. These narratives are presented to the rest of the class, and we determine, by popular vote, which historical figure would probably make the best modern-day leader.
Reading and Comprehending: Content, Terminology, Scansion Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Argumentation, Analysis of Language and Style	Summative Assessment: Exam This exam contains a sight-reading passage from Caesar, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay question on Book 5, line 44: <i>In this passage, Caesar describes the heroic actions of Titus Pullo and Lucius Vorenus. How does Caesar use this story to praise specific Roman values?</i>

This summative assessment addresses the essential question, What Roman values are exemplified in the Pullo and Vorenus section? Teachers can benefit from Robert Brown's article on Vorenus and Pullo, which can be used either to extend the question posed in the summative assessment or to enrich the discussion during review for it.

- Caesar, *Gallic War*, Book 6: Lines 13–20

- Views of Non-Romans
- Human Beings and the Gods

5 days



Essential Questions:

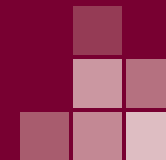
▼ What role do the gods play in Gallic society? ▼ How does Caesar reinforce stereotypes about the Gauls?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Roman Cultural Practices, Mythology and Legends	Instructional Activity: Presentation and Discussion Caesar's ethnographical study of the Gauls brings up the idea of the Other, a common theme in recent classical studies. I give a presentation on the significance of this construct, with examples from Roman literature. I rely heavily on Erich Gruen's <i>Rethinking the Other in Antiquity</i> and the chapter on Dido in Reed's <i>Virgil's Gaze</i> . Then we discuss the <i>Aeneid</i> and the ways in which the concept of non-Romans pervades the work, especially in regard to Dido. This introduction should set the stage for this unit on the Gauls. We refer to it again and again during our discussions of the reading.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Instructional Activity: Translation The students translate from the Latin, as literally as possible, from Book 6, lines 13–20.
Reading and Comprehending: Vocabulary, Syntax Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Translation Check An area of emphasis in this unit is the overall quality of the written translation. (For a detailed description of this formative assessment, please refer to Unit 3.)
Translation: Vocabulary, Morphology, Grammar and Syntax	Formative Assessment: Homework Students answer multiple-choice and short-answer questions on the translated Latin, which are similar to the many types of questions they may soon see on the AP Latin Exam. Feedback is given to students individually in order to help them improve on the various kinds of questions. General feedback is given to the class on strategies for handling the more difficult questions.
Analysis of Texts: Development of an Argument, Use of Latin Textual Examples, Inferences and Conclusions, Analysis of Language Usage and Stylistic Features	Instructional Activity: Article Review and Essay Students read a journal article analyzing Caesar's <i>Gallic War</i> and write a one-page review. Their reviews should identify the author's thesis, describe how the author goes about proving the thesis, and then consider whether the author is convincing and/or how he or she might have improved the argument. Students present their reviews, and we discuss each as a class.

Connecting the *Aeneid* to Caesar's *Gallic War* is important at the end of the year, when the AP Exam looms.

This unit is the shortest one of the year: The Latin reading takes just three 80-minute classes over the course of one week. Students should be very familiar with Caesar's style by this point, and translation review should be quick and smooth, leaving ample time for discussion.

An activity like this helps students understand how an argument is developed and how Latin textual examples can be used effectively in an essay. It also allows students to think critically about an argument. I stress that they do not need to accept the author's thesis.

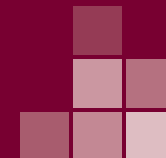

Essential Questions:

▼ What role do the gods play in Gallic society? ▼ How does Caesar reinforce stereotypes about the Gauls?

Learning Objectives	Instructional Activities and Assessments
Analysis of Texts: Analysis of Language Usage and Stylistic Features, Use of Contextual Knowledge, Use of Latin Textual Examples	Instructional Activity: Textual Analysis and Discussion We examine Caesar's descriptions of the Gauls regarding their social structure, customs, and religion. In a table, students list five of Caesar's characterizations of the Gauls and their society and come up with modern comparisons for each trait. For example, a modern comparison for marriage customs might be combining the bank accounts for a husband and wife, or the modern "dowry," in which tradition says that the bride's family pays for the wedding. We then discuss the comparisons, focusing especially on the stereotypes in the ancient work that have obvious counterparts in modern society.
Reading and Comprehending: Content, Terminology, Scansion Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Argumentation, Analysis of Language and Style	Summative Assessment: Exam This exam contains a sight-reading passage from Caesar, an additional multiple-choice reading comprehension section, a translation of Latin from this unit, and the following textual essay question on Book 6, line 16: <i>The religion of the Druids is discussed in some detail in this section. How does Caesar characterize the Druids? Be sure to refer to specific examples in this section.</i>

This activity can be extended, if time allows, to include Vergil's description of the Carthaginians in Books 1 and 4. The class can then compare and contrast Vergil's characterizations with Caesar's ethnography.

This summative assessment addresses the essential question, How does Caesar reinforce stereotypes about the Gauls?



General Resources: Vergil

- Anderson, William S. *The Art of the "Aeneid."* 2nd ed. Wauconda, IL: Bolchazy-Carducci, 2005. This work goes through every few books of the *Aeneid* with summaries and basic analysis.
- Boyd, Barbara Weiden, ed. *Vergil's "Aeneid."* 2nd ed. Wauconda, IL: Bolchazy-Carducci, 2005.
- Greenough, J. B., ed. "P. Vergilius Maro, *Aeneid*." Accessed January 23, 2012. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0055>.
- Gruen, Erich S. *Culture and National Identity in Republican Rome*. Cornell Studies in Classical Philology 52. The Townsend Lectures. Ithaca, NY: Cornell University Press, 1992. Vergil's sources and the origins of the Trojan legend are discussed in depth.
- Hornblower, Simon, and Antony Spawforth. *The Oxford Classical Dictionary*. 3rd ed. Oxford: Oxford University Press, 1999. I use this for quick encyclopedic information on specific people and cultural items.
- Williams, R. D., ed. *The "Aeneid" of Virgil: Books 1–6*. London: Macmillan, 1972.
- , ed. *The "Aeneid" of Virgil: Books 7–12*. London: Macmillan, 1973.

Unit 1 Resources

- Harris, William. "Publius Vergilius Maro: The Secret Life of a Very Private Poet." Middlebury College. <http://community.middlebury.edu/~harris/Classics/Vergil-TheSecretLife.html>. Harris's discussion of Vergil brings the poet to life.
- Reed, J. D. *Virgil's Gaze: Nation and Poetry in the "Aeneid."* Princeton, NJ: Princeton University Press, 2007. The work presents a modern reinterpretation of the *Aeneid*, based on a good deal of recent scholarship.
- Ross, David O. *Virgil's "Aeneid": A Reader's Guide*. Malden, MA: Blackwell, 2007. The book includes both a chapter on Vergil's biography and a discussion of several main themes in the *Aeneid*.
- Theoi Greek Mythology: Exploring Mythology in Classical Literature & Art. Edited by Aaron J. Atsma. Accessed January 23, 2012. <http://www.theoi.com/>. For mythology, both Greek and Roman, this website is without peer in its presentation of material and includes textual references, images, and genealogies.
- Virgil. *The Aeneid*. Translated by Robert Fagles. New York: Penguin, 2006.

Unit 2 Resources

No unit-specific resources.

Unit 3 Resources

- Staley, Gregory A. "Aeneas' First Act: 1.180–194." In *Why Vergil? A Collection of Interpretations*, compiled by Stephanie Quinn. Wauconda, IL: Bolchazy-Carducci, 2000. Staley's article discusses Aeneas's initial appearance, as a hunter.

Unit 4 Resources

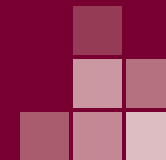
No unit-specific resources.

Unit 5 Resources

- Apollodorus. *The Library of Greek Mythology*. Translated by Robin Hard. Oxford World's Classics. Oxford: Oxford University Press, 2008.
- Homer. *Iliad*. Translated by Robert Fagles. New York: Penguin, 1990.
- . *Odyssey*. Translated by Robert Fagles. New York: Penguin, 1996.
- Parada, Carlos, and Maicar Förlag. "The Trojan War." Accessed January 23, 2012. <http://www.maicar.com/GML/TrojanWar.html>. I recommend this website from Greek Mythology Link for brief descriptions of many of the events related to the Trojan War.
- Quintus Smyrnaeus. *The Fall of Troy*. Translated by A. S. Way. Loeb Classical Library 19. Cambridge, MA: Harvard University Press, 1913.
- Strauss, Barry. *The Trojan War: A New History*. New York: Simon and Schuster, 2006. Strauss's work gives good historical context to the various stories of the Trojan War, not just to the *Iliad*. Although the many secondary sources on the Trojan War can substitute for this book, I like Strauss's application of modern scholarship to Homer's stories.
- Wood, Michael. *In Search of the Trojan War*. Updated ed. Berkeley: University of California Press, 1998. I recommend this book for additional historical context. Wood's documentary of the same name (see below) is amazing, albeit out-of-date.
- . *In Search of the Trojan War*. Directed by Bill Lyons. 1985. London: BBC Worldwide, 2004. DVD.

Unit 6 Resources

- Cleopatra*. Directed by Joseph L. Mankiewicz. 1963. Los Angeles: 20th Century Fox, 2006. DVD.
- Heller, Bruno, John Milius, and William J. MacDonald. *Rome: The Complete First Season*. Directed by Michael Apted. 2005. New York: Home Box Office, 2006. DVD. HBO's *Rome* series, while inaccurate in many ways, provides a reasonably reliable portrayal of the Roman military. I do not recommend showing full episodes in school, but a few clips from the beginning of the first season give students a visual depiction of their reading in the upcoming term.



Reed, J. D. *Virgil's Gaze: Nation and Poetry in the "Aeneid."* Princeton, NJ: Princeton University Press, 2007. Reed's book has a chapter devoted to Dido, focusing on her ethnic identity.

Unit 7 Resources

Parada, Carlos, and Maicar Förlag. "Map of the Underworld." Accessed January 23, 2012. <http://www.maicar.com/GML/Underworldmap.html>.

Reed, J. D. *Virgil's Gaze: Nation and Poetry in the "Aeneid."* Princeton, NJ: Princeton University Press, 2007. The chapter on Marcellus takes an in-depth look at the end of Book 6.

Skinner, Marilyn B. "The Last Encounter of Dido and Aeneas: *Aeneid* 6.450–476." In *Why Vergil? A Collection of Interpretations*, compiled by Stephanie Quinn. Wauconda, IL: Bolchazy-Carducci, 2000. Skinner's article is short enough for students to read and understand.

General Resources: Caesar

Boatwright, Mary T., Daniel J. Gargola, and Richard J. A. Talbert. *The Romans: From Village to Empire*. New York: Oxford University Press, 2004. This work, which places Caesar, his life, and his wars into proper historical context, is one of the better surveys of Roman history, especially Chapters 5–8, on the decline of the Republic from the Second Punic War.

Caesar, Julius. *The Conquest of Gaul*. Translated by S. A. Handford. New York: Penguin, 1983. This translation is approachable for modern readers, despite its age.

Holmes, T. Rice, ed. "C. Julius Caesar, *De bello Gallico*." <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0002>. There is currently no high school text for Caesar's *Gallic War*, so we use the text and commentaries found at the Perseus Project.

Hornblower, Simon, and Antony Spawforth. *The Oxford Classical Dictionary*. 3rd ed. Oxford: Oxford University Press, 1999. I use this for quick information on specific people and cultural items.

Unit 8 Resources

Goldsworthy, Adrian. *Caesar: Life of a Colossus*. New Haven, CT: Yale University Press, 2006.

Heller, Bruno, John Milius, and William J. MacDonald. *Rome: The Complete First Season*. Directed by Michael Apted. 2005. New York: Home Box Office, 2006. DVD. HBO's *Rome* series, while inaccurate in many ways, provides a reasonably reliable portrayal of the Roman military. I do not recommend showing full episodes in school,

but a few clips from the beginning of the first season give students a visual depiction of their reading in the upcoming term.

Holland, Tom. *Rubicon: The Last Years of the Roman Republic*. New York: Doubleday, 2004.

Lendering, Jona. "Gaius Julius Caesar." Accessed January 23, 2012. <http://www.livius.org/caa-can/caesar/caesar00.html>.

Murphy, Paul R. "Themes of Caesar's *Gallic War*." *The Classical Journal* 72, no. 3 (1977): 234–243.

Osgood, Josiah. "The Pen and the Sword: Writing and Conquest in Caesar's Gaul." *Classical Antiquity* 28, no. 2 (2009): 328–358.

Ungern-Sternberg, Jürgen von. "The Crisis of the Republic." Translated by Harriet I. Flower. In *The Cambridge Companion to the Roman Republic*, edited by Flower. New York: Cambridge University Press, 2004.

Warry, John. *Warfare in the Classical World*. Norman, OK: University of Oklahoma Press, 1995. The book is simple in its descriptions, colorful in its images, and highly accessible in the high school classroom.

Unit 9 Resources

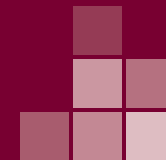
"Caesar: A Thousand Words." Middlebury College. <http://community.middlebury.edu/~harris/CaesarWords.html>. Vocabulary compiled by Gonzalez Lodge for *Gallic War*.

"Maps for Students." Ancient World Mapping Center. Accessed January 23, 2012. <http://www.unc.edu/awmc/mapsforstudents.html>. No specific map for Caesar's conquests of Gaul is included, but the one showing Rome during the time of the first triumvirate can be adapted for use with *Gallic War*.

Unit 10 Resources

"Maps for Students." Ancient World Mapping Center. Accessed January 23, 2012. <http://www.unc.edu/awmc/mapsforstudents.html>. Even though we covered Roman Britain in Latin 1, we introduce students again to the geography of Britain.

Warry, John. *Warfare in the Classical World*. Norman, OK: University of Oklahoma Press, 1995. The illustrations of the Britons are useful in conceptualizing the text.



Unit 11 Resources

"Maps for Students." Ancient World Mapping Center. Accessed January 23, 2012.
<http://www.unc.edu/awmc/mapsforstudents.html>. The political situation and location of camps is best illustrated with a map.

Warry, John. *Warfare in the Classical World*. Norman, OK: University of Oklahoma Press, 1995. Information on Roman army camps and marching formation, as well as on the structure of the legion, is included.

Unit 12 Resources

Brown, Robert. "Virtus consili expers: An Interpretation of the Centurions' Contest in Caesar, *De bello Gallico* 5, 44." *Hermes* 132, no. 3 (2004): 292–308. The Vorenus and Pullo sections are analyzed.

Wiseman, T. P. "The Ambitions of Quintus Cicero." *The Journal of Roman Studies* 56 (1966): 108–115. The article provides background on Quintus Cicero.

Unit 13 Resources

Gruen, Erich S. *Rethinking the Other in Antiquity*. Princeton, NJ: Princeton University Press, 2010. The concept of the "other" in Caesar is elaborately discussed in Chapter 5, and Aeneas's and Dido's "otherness" are examined in the chapter on *Punica Fides*.

Reed, J. D. *Virgil's Gaze: Nation and Poetry in the "Aeneid"*. Princeton, NJ: Princeton University Press, 2007. The chapter on Dido focuses on her ethnic identity.