

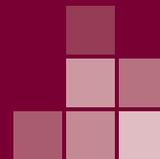
AP[®] Latin

Course Planning and Pacing Guide 4

David R. Pellegrino

Pittsford Mendon School

Pittsford, New York



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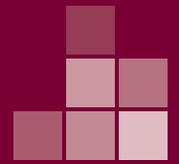
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, 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 Guides

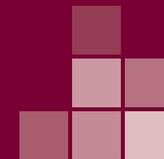
This guide is one of four Course Planning and Pacing Guides designed for AP® Latin teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

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.



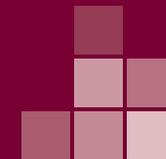
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Pittsford Mendon High School Pittsford, NY

School	Public high school located in suburban Rochester, New York.
Student population	<p>Enrollment of approximately 950 students in grades nine through 12:</p> <ul style="list-style-type: none">• 92.2 percent Caucasian• 5 percent Asian American• 2.4 percent African American• 0.4 percent Hispanic/Latino• 10 percent receive free or reduced-price lunch• About 98 percent continue their education at a postsecondary institution• 14 percent are enrolled in Latin classes <p>The school participates in an urban–suburban transfer program that allows a certain number of students in the city of Rochester to receive a suburban education. Many of these transfer students are likely to be the first in their family to go on to college.</p>
Instructional time	The course plan is based on 141 instructional days, beginning the week of Labor Day. All course objectives must be completed by the end of April. Class meets every day for 40 minutes.
Student preparation	AP [®] Latin and Latin Literature Honors are offered in alternating years. Most students begin language study in sixth grade, completing Latin 1 by the end of eighth grade; the AP Latin class is comprised of both juniors and seniors. All students who earn a passing grade in Level 3 or Latin Literature Honors may continue to AP Latin. The AP course has students at various levels with a wide range of academic abilities.

Overview of the Course



I believe that all students who successfully complete prerequisite courses in Latin should be welcomed into the AP Latin classroom. Since my students have varying levels of ability, I provide many opportunities to work on AP Latin vocabulary and grammar that may not have been mastered in previous levels of study. While students read passages, I review topics they may find difficult; this is essential, and such reviews are largely lacking in upper-level Latin textbooks.

For my AP Latin course, and for all levels of Latin that I teach, I create a classroom environment where students find many ways to achieve success. I let them know from the beginning that it is all right to make mistakes and to learn from them; in this way, students are not afraid to take academic risks in the classroom. I firmly believe that students must prepare for AP Latin beginning in Latin 1. I have integrated the graded Latin stories of Perseus, Hercules, Jason, and Ulysses into Latin 1 through Latin 3. These stories prepare students to read Caesar, since they are written with his vocabulary and idioms.

One challenge for Latin teachers is creating regular opportunities for sight-reading passages. I have always had students read Latin taken from syllabus-based passages that have not yet been read by the class. However, this is not enough, because they need to be prepared to encounter a number of different authors. To this end, I use a variety of sources to give students the practice they need, including National Latin Exam passages (Latin III-IV Poetry Exam and Latin V-VI Exam), multiple-choice questions and passages from released AP Exams, and passages for which I have created my own multiple-choice or short-answer questions.

Reading aloud is a daily procedure in my classroom because of its importance to the whole process of reading. When students read a sentence or a major phrase group out loud, they immediately begin to see how the Latin is structured and are more prepared to translate. In addition, I believe that reading aloud with attention to meter is essential to hearing the sounds and the rhythms that Vergil so painstakingly crafted to convey meaning beyond the text.

Throughout the unit plans that follow, I have included a clear schedule for my students, because I want them to know specifically what is expected of them. At the same time, although classroom routines are important, I don't believe class should be too predictable; thus you will see a mixture of new and routine-based activities. In my course, I use a variety of formative assessments through which students receive immediate feedback. The formative assessments provided here are not meant to be used exclusively in those specific units, but should instead serve as models that can be used at different times throughout the course.

It is exciting to watch students enjoy the ancient authors. I love listening to their explanations and interpretations of the Latin they read. Latin students recognize the references to ancient culture as they read modern literature, and they constantly relate English and other languages with their extensive vocabularies to Latin. I expect my students to think critically from Latin 1 all the way through AP Latin, and they find what they learn in the process to be both relevant and useful.

Gaul, Orgetorix, the Helvetian Migration, and Caesar's Reaction

Required Reading Assignments:

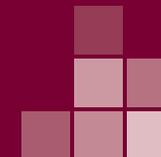
- Caesar, *de Bello Gallico*, Book 1, Chapters 1–7
- Book 1 in English

Themes:

- Leadership
- Roman Values
- War and Empire

Estimated Time:

2½ weeks



Essential Questions: ▼ What is bias and how is it evident in Caesar's writings? ▼ How do words and actions reveal leadership qualities? ▼ How does Caesar portray enemy groups?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Division of a Passage into Main and Subordinate Clauses</p> <p>Before delving into the translation of Book 1 of <i>de Bello Gallico</i>, I provide my students with a model of how to translate by dividing a passage. In this activity using Book 1, whenever students come across a sentence with complicated subordination, they divide it into main and subordinate clauses. Coordinate main clauses are separated by a vertical line, while subordinate clauses have square brackets separating them from main clauses. Subordinate clauses that are embedded in other subordinate clauses are separated by pointed brackets. This process allows students to break lengthy (i.e., difficult) sentences into manageable segments, thus providing scaffolding for struggling students and setting a good foundation for the work they will do with Caesar.</p>
<p>Reading and Comprehending: Vocabulary, Identification of Grammatical Forms</p>	<p>Instructional Activity: Outside Preparation for Class</p> <p>Students prepare to translate Book 1 by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number). Students are expected to translate what they can, and for the rest, they are expected to get the idea of what is going on in the assigned passage.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>Students translate <i>de Bello Gallico</i>, Book 1, Chapters 1–7. Throughout this translation, I have students pay special attention to Caesar's literary and grammatical style. Students determine what Caesar's message is and take note of the important facts as they are presented in the text. They learn what the seeds of war are as they gather the information laid out by Caesar himself.</p>
<p>Contextualization: Influential People and Key Historical Events, Relating Cultural Products to Perspectives</p>	<p>Instructional Activity: Read Chapter 1 Using a Map of Gaul</p> <p>At the beginning of Book 1, Chapter 1, I ask students the discussion question, <i>Why did Caesar describe the geography of Gaul in this way?</i> Using individual maps of Gaul, students read Chapter 1 and underline the names on their maps as Caesar describes them. They also write down their own ideas about Caesar's reasons for this description. Afterward, we discuss their ideas as a class and find the basis for them in the text.</p>
<p>Contextualization: Influential People and Key Historical Events, Relating Cultural Products to Perspectives</p>	<p>Instructional Activity: Brainstorming Activity</p> <p>After reading Chapter 1, I ask students to consider whether bias is evident in this text, and to explain why or why not. As they read Chapters 2–7, they underline where they feel bias can be found and take notes justifying their conclusions. These notes are then reviewed in a class discussion, where a larger conversation on the topic of bias can be shared.</p>

Since word order and difficult subordination can impede students' ability to read Latin well, I teach them about the signposts that show that a subordinate clause is about to begin (ut, qui, ne, etc.).

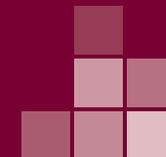
A complete translation at the beginning of the year is a great deal to expect, but this activity still provides the independent practice that students need with translating literally on their own. It requires students to work through a passage outside of class, even though they may not be able to understand all components.

As part of this type of instructional activity, which is found throughout this Course Planning and Pacing Guide, students also have to read aloud. Reading aloud helps support and enhance student comprehension throughout the course.

The questions in this instructional activity and the two that follow lead to future essays in which students' ideas about what they have read inform their analytical writing, using the text as a basis.

Gaul, Orgetorix, the Helvetian Migration, and Caesar's Reaction

(continued)



Essential Questions: ▼ What is bias and how is it evident in Caesar's writings? ▼ How do words and actions reveal leadership qualities? ▼ How does Caesar portray enemy groups?

Learning Objectives	Instructional Activities and Assessments
<p>Contextualization: Influential People and Key Historical Events, Relating Cultural Products to Perspectives</p>	<p>Instructional Activity: Discussion</p> <p>The next discussion focuses on how the location of the tribes relates to the threat that the Romans feel. This is something that is answered fairly quickly as Caesar writes about the situation. Students will go beyond this to discuss the most common causes of war in ancient times. I ask students to make connections between these and the causes of modern wars.</p>
<p>Reading and Comprehending: Words and Phrases in Context</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Analysis of Texts: Analysis of Language and Style</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As the students read, they create a list of Latin words and phrases that demonstrate the leadership and cunningness of Orgetorix. By practicing translation of phrases and vocabulary items in context, along with identification of grammar in context, students become stronger translators. They then compare their lists to those of their classmates and discuss key words and phrases.</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Vocabulary and Idioms</p> <p>At the beginning of the class, I hand out a double-sided quarter sheet of paper on which there are vocabulary items and idioms taken from both previously translated and sight-reading passages. Students fill in the definitions that they know; they may guess at or skip the items they don't know, jotting a question mark next to each one. As a class, we then review the items, and students correct any mistakes or fill in any skipped items. At the end of class, I collect these and take notes on the items that students skipped or guessed at. From this information, I can provide more practice on these items on future quarter sheets, quizzes, and Quia, WordChamp, or Quizlet activities.</p>
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Formative Assessment: Computer Lab</p> <p>Every couple of weeks, I take students to the computer lab to practice the items collected from the quarter sheets in the above activity. Although Quia charges a yearly fee, WordChamp and Quizlet are free for K–12 educators. Quia, WordChamp, and Quizlet allow students to practice and receive immediate feedback for any mistakes made along the way. Students can rework these activities until they have thoroughly mastered the material.</p>
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: de Bello Gallico Book 1 Test</p> <p>The Book 1 test includes a literal translation, taken from Chapters 1–7; a sight-reading passage from Chapters 8–54; a passage from Chapters 1–7 with short-answer questions, some of which ask for examples of bias and elements of leadership characteristics of Caesar and Orgetorix; and questions testing knowledge of Chapters 8–54.</p>

This activity allows students to practice gathering information for the eventual writing of analytical essays. It also prepares students for the short-answer section of the AP Exam (often called the spot-question section).

Formative assessments provide information to me and to the students regarding their learning. It is important to provide additional practice with the items or concepts that they are finding difficult.

In their own ways, websites such as Quia, WordChamp, and Quizlet provide immediate feedback to students regarding the items they missed on the quarter sheets. WordChamp keeps track of items missed and recycles those items to give students a chance to answer them correctly a second or even third time around.

This summative assessment relates to the essential question, What is bias and how is it evident in Caesar's writings? Since I usually have two sections of AP Latin, I like to choose two different literal translations to discourage discussion of the content of the exam. Also, students have the opportunity to correct errors made on the literal translation by fixing the segments that were incorrectly translated. Students get half the points back for this effort.

Caesar's Ships Arrive in Britain, Battle with the Britons

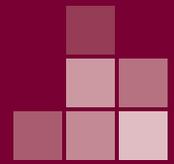
Required Reading Assignments:

- Caesar, *de Bello Gallico*, Book 4, Chapters 24–35 and the first sentence of Chapter 36
- Review of Book 1, Chapters 8–54 in English

Themes:

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

Estimated Time:
2½ weeks



Essential Questions: ▼ Why do wars happen? ▼ What are the consequences of war? ▼ What roles do diplomacy, negotiation, and peacemaking play in war? ▼ How do leaders deal with setbacks and failures?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Word Definitions, Identification of Grammatical Forms</p> <p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Preparation for Translation</p> <p>At the beginning of every unit, students prepare to translate by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number) as part of a homework assignment. Students divide the passage into main and subordinate clauses, as explained in Unit 1. They are expected to translate what they can; for the rest, they are expected to understand the general content of the assigned passage.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As part of our discussions of the translation of Book 4, Chapters 24–35 and the first sentence of Chapter 36, students focus on how Caesar arrives in Britain, engages with the locals whom he calls “barbarians,” and achieves victory despite setbacks. When the class discusses a passage or a section, students are encouraged to paraphrase words and clauses from the text to support their ideas, just as they will do in preparing an analytical essay on the AP Exam.</p>
<p>Reading and Comprehending: Overall Comprehension</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Instructional Activity: Battle Diagrams</p> <p>In small groups, students look at the text describing certain battle scenes and use that text to draw up battle diagrams. Beneath the diagrams, they link what they have drawn directly to the Latin. Finished diagrams are then shared with another group, and any discrepancies are discussed by the class at large.</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Vocabulary and Idioms</p> <p>In this unit, I repeat the vocabulary and idioms activity that focuses on reviewing vocabulary items and idioms taken from both seen and unseen passages described in Unit 1.</p>
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: <i>de Bello Gallico</i> Book 4 Test</p> <p>The Book 4 test includes a literal translation, taken from Chapters 24–35 and the first sentence of Chapter 36; an unseen passage from Chapters 1–23 or 36–38; a passage from Chapters 24–35 and the first sentence of Chapter 36 with short-answer questions, some of which ask about the causes and the consequences of war, the ways Caesar portrays the Britons, diplomacy, negotiation, and peacemaking; and review questions testing knowledge of Book 1, Chapters 8–54.</p>

I post the relevant themes and corresponding essential questions on the bulletin board, as this facilitates student discussion of them. I also provide a complete list of themes and essential questions to allow students to decide if there are others that relate to what they are reading.

This formative assessment is similar to the one in Unit 1, but I also add syntactical information for which students need practice.

This summative assessment relates to the following essential questions:

- Why do wars happen?
- What are the consequences of war?

New Gallic Uprisings and Battles Across the Channel in Britain

Required Reading Assignments:

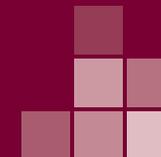
- Caesar, *de Bello Gallico*, Book 5, Chapters 24–48

Themes:

- War and Empire
- Leadership

Estimated Time:

6½ weeks



Essential Questions: ▼ How does Caesar portray enemy groups? ▼ What roles do diplomacy, negotiation, and peacemaking play in war? ▼ What characteristics contribute to a leadership style? ▼ How do leaders deal with setbacks and failures?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Word Definitions, Identification of Grammatical Forms</p> <p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Preparation for Translation</p> <p>At the beginning of every unit, students prepare to translate by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number) as part of a homework assignment, as explained in Unit 2.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As students translate Book 5, Chapters 24–48, our discussion focuses on how in Caesar’s absence the leaders deal with the neighboring Belgians, their deception, and ensuing attacks. When the class discusses a passage or a section, students are encouraged to paraphrase words and clauses from the text to support their ideas.</p>
<p>Reading and Comprehending: Reference to Roman Culture and History</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Instructional Activity: Cartoon Depictions</p> <p>In small groups, students look at the text describing certain scenes and depict that scene in a comic-strip format. Beneath the comic panels, they link what they have drawn to direct quotes from the Latin. Students then share what they have created and post their work for all to see, with feedback given by both other groups and the teacher.</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Sight Reading</p> <p>Using an LCD projector connected to a computer, I project a new passage on the whiteboard in the front of the room. Using their notes from the independent practice outside of class, volunteers use colored markers to separate subordinate clauses, mark grammatical forms, show agreement among adjectives and nouns, translate certain phrases, etc. As a class, we review these items and correct any errors as needed.</p>
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: de Bello Gallico Book 5 Test</p> <p>The Book 5 test includes two literal translations, taken from Chapters 24–48; an unseen passage from Chapters 1–23 or 49–58; a passage from Chapters 24–48 with short-answer questions, some of which ask about how Caesar depicts the enemy groups and how the leaders deal with the major setbacks in Caesar’s absence; and questions testing knowledge of Chapters 1–23 and 49–58.</p>

This daily activity will help students when they write essays or answers to questions that require support from the Latin passage.

When students provide feedback on one another’s work, they use a rubric with a 1–5 scale. The rubric assesses the accuracy of the drawing as it relates to the Latin as well as the creativity of the comic strips’ layout. Of course, the artistic quality of the drawings will not be assessed, as all students are not necessarily skilled artists. This is a learning tool for both the assessed and the assessors.

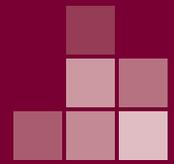
Students are fixing their own errors, and I get insight to their learning as well as the pitfalls they encounter. Accordingly, this allows me to adjust my teaching as necessary.

This summative assessment relates to the following essential questions:

- How does Caesar portray enemy groups?
- How do leaders deal with setbacks and failures?

- Caesar, *de Bello Gallico*, Book 6, Chapters 13–20
- Books 6 and 7 in English

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



Essential Questions: ▼ How does Caesar portray the Gauls and the Druids? ▼ To what extent do the gods of other peoples resemble those of the Romans?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Word Definitions, Identification of Grammatical Forms</p> <p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Preparation for Translation</p> <p>At the beginning of every unit, students prepare to translate by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number) as part of a homework assignment, as explained in Unit 2.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As students translate Book 6, Chapters 13–20, our discussion focuses on how Caesar tries to describe the customs of the Gauls and Druids in ways to which the everyday Roman is able to relate. When the class discusses a passage or a section, students are encouraged to paraphrase words and clauses from the text to support their ideas.</p>
<p>Reading and Comprehending: Reference to Roman Culture, History and Mythology</p> <p>Contextualization: Relating Cultural Practices to Perspectives</p>	<p>Instructional Activity: Poster Project</p> <p>Using the Latin text as a basis, students create posters (with charts and pictures), comparing the gods of the Romans to the gods of the Gauls. They clearly connect the sections of their posters directly to the text by citing the supporting Latin. Students exhibit their posters in the classroom and do a gallery walk to view and comment on each one.</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Sight Reading</p> <p>Using an LCD projector connected to a computer, I project a new passage on the whiteboard in the front of the room. Using their notes from the independent practice outside of class, volunteers use colored markers to separate subordinate clauses, mark grammatical forms, show agreement among adjectives and nouns, translate certain phrases, etc. As a class, we review these items and correct any errors as needed.</p>
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: de Bello Gallico Book 6 Test</p> <p>The Book 6 test includes a literal translation, taken from Chapters 13–20; an unseen passage from Chapters 1–12 or 21–44; a passage from Chapters 13–20 with short-answer questions, some of which ask about the ways Caesar portrays the Gauls, the Druids, and the belief in their gods; and questions testing knowledge of Chapters 1–12 and 21–44.</p>

I teach students that “warm” comments are those that praise the work being judged and “cool” comments are those that provide kind and helpful criticism. They should use both warm and cool comments when providing feedback. I remind students that their comments are meant to be constructive and growth-inducing to their fellow classmates.

This summative assessment relates to the following essential questions:

- How does Caesar portray the Gauls and the Druids?
- To what extent do the gods of other peoples resemble those of the Romans?

Seeds of Juno's Anger and Arrival of Trojans in Carthage

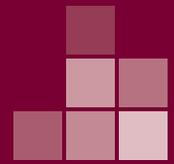
Required Reading Assignments:

- Vergil, *Aeneid*, Book 1, Lines 1–209, 418–440, and 494–578
- Book 1 in English

Themes:

- Literary Genre and Style
- Leadership
- Human Beings and the Gods

Estimated Time:
5 weeks



Essential Questions:

▼ How are characters developed in epic poetry? ▼ How do leaders deal with setbacks and failures?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Word Definitions, Identification of Grammatical Forms</p> <p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Preparation for Translation</p> <p>At the beginning of every unit, students prepare to translate by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number) as part of a homework assignment, as explained in Unit 2.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As students translate the <i>Aeneid</i>, Book 1, lines 1–209, 418–440, and 494–578, they focus their discussions on what grudges Juno holds against the Trojans and how she convinces Aeolus to send a storm to drive them to Carthage. They also consider the role of ancient hospitality when Ilioneus and Dido meet. When the class discusses a passage or a section, students are encouraged to paraphrase words and clauses from the text to support their ideas.</p>
<p>Reading and Comprehending: Scansion</p>	<p>Instructional Activity: Scanning Dactylic Hexameter</p> <p>In this activity, I guide students in dividing Latin words into syllables and determining whether each syllable is long or short. They identify dactyls, spondees, and trochees. I choose a couple of lines where there is an ambiguous “–a” ending, for example. One of the goals of this activity is for students to learn how scansion of a line will help narrow down the possibilities of ambiguous endings.</p>
<p>Reading and Comprehending: Reference to Roman Culture, History and Mythology</p> <p>Contextualization: Relating Cultural Practices to Perspectives</p>	<p>Instructional Activity: Collection of Names and Epithets</p> <p>As the students read, they record the many names they encounter, along with any epithets that accompany these, in their notebooks. They write any additional information along with the names as they are discussed in class. Then, when we have finished the students’ lists from <i>Aeneid</i>, Book 1, we compare how the epithets have been used with the various characters.</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Quizzes on Syllabus-Based Passages</p> <p>On a periodic basis, students are given a quiz with multiple-choice questions on a passage they have previously translated. They put answers both on the quiz and on a provided Scantron sheet. After all the students have handed in the Scantron sheets, I review the questions with the class, eliciting the answers from students at random. The students correct their own answers on the quiz and take note of what they missed and the parts of the passage they didn’t understand. I learn where students are having difficulty and provide more attention to and practice on those areas in the future.</p>

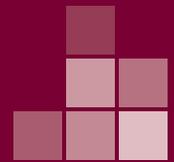
The inclusion of Caesar in the AP Latin curriculum allows me to tie together the two works via such questions as, How do the events in Aeneid, Book 1 relate to Caesar’s setbacks in de Bello Gallico, Book 5?

Even though I teach scansion in my level-3 class, I still go over the mechanics of it with my AP students to make sure that everyone has mastered the technique of scanning a line of poetry. This instructional activity is repeated throughout the reading of the Aeneid.

This is a wonderful way to gain information about student understanding and make any necessary adjustments before continuing onto the summative assessment.

Seeds of Juno's Anger and Arrival of Trojans in Carthage

(continued)



Essential Questions:

▼ How are characters developed in epic poetry? ▼ How do leaders deal with setbacks and failures?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: <i>Aeneid</i> Book 1 Test</p> <p>The Book 1 test includes one literal translation, taken from lines 1–209, 418–440, and 494–578; an unseen prose passage with multiple-choice questions from the Level V National Latin Exam; a passage from lines 1–209, 418–440, and 494–578 with short-answer questions, some of which ask about the ways Vergil develops his characters and how Aeneas deals with setbacks; and questions testing knowledge of the sections of Book 1 read in English.</p>

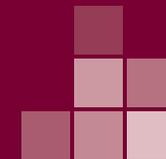
This summative assessment relates to the following essential questions:

- How are characters developed in epic poetry?
- How do leaders deal with setbacks and failures?

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

- Leadership
- Human Beings and the Gods

2½ weeks



Essential Questions:

- ▼ What are different types of leaders and leadership styles? ▼ How does a leader inspire others to follow?
- ▼ What roles do the gods play and how are they perceived? ▼ How and why do human beings and gods communicate with one another?

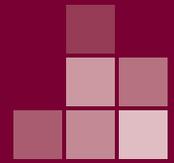
Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Word Definitions, Identification of Grammatical Forms</p> <p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Preparation for Translation</p> <p>At the beginning of every unit, students prepare to translate by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number) as part of a homework assignment, as explained in Unit 2.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As students translate Book 2, lines 40–56, 201–249, 268–297, and 559–620, they see the scene of Laocoön and the snakes, learn how the wooden horse is taken into Troy and how Hector’s ghost convinces Aeneas to leave for a better land, and wonder at Aeneas’s intentions to murder Helen. When the class discusses a passage or a section, students are encouraged to paraphrase words and clauses from the text to support their ideas.</p>
<p>Reading and Comprehending: Reference to Roman Culture, History and Mythology</p> <p>Contextualization: Relating Cultural Practices to Perspectives</p>	<p>Instructional Activity: Learning to Write a Short Essay</p> <p>Using Part II sections of previous AP Latin Exams, I share with the students a sample short-essay question based on a passage from the <i>Aeneid</i>, Book 2. From there, I teach them how to prepare to write an essay:</p> <ul style="list-style-type: none"> • Underline the key parts of the question • Write critical statements (analytical and descriptive) that address the key parts of the question • Underline the Latin that supports the critical statements • Connect the Latin proof to the statement <p>Once students are able to do the above, they will be able to use this technique to write a thorough essay.</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Critical Statements and Latin Proof</p> <p>Working in groups of two or three, students are given an essay question based on lines they have already read. I project the lines on the whiteboard, and student groups create critical statements, find the Latin support for them, and note how the Latin supports the critical statements. Then a student volunteer from each group comes to the whiteboard to share their critical statements, underline the Latin support, and explain how their critical statements connect to the Latin.</p>

Even though the short essay is not part of the new AP Latin Exam, students will be able to get more essay-writing practice with these short-answer questions than they would if they only practiced with long essays from previously given exams.

With this exercise, students are able to get feedback from their peers as well as from me. This will inform my decisions about next instructional steps.

The Wooden Horse and the Fall of Troy

(continued)



Essential Questions:

- ▼ What are different types of leaders and leadership styles? ▼ How does a leader inspire others to follow?
- ▼ What roles do the gods play and how are they perceived? ▼ How and why do human beings and gods communicate with one another?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: <i>Aeneid</i> Book 2 Test</p> <p>The Book 2 test includes one literal translation, taken from Book 2, lines 40–56, 201–249, 268–297, and 559–620; an unseen prose passage with multiple-choice questions from the Level V National Latin Exam; a section in which students prepare to write a short essay about the theme of leadership as it is seen in both Book 2 of the <i>Aeneid</i> and in Caesar; and questions testing knowledge of the sections of Book 2 that they read in English.</p>

This summative assessment relates to the essential question, What are different types of leaders and leadership styles? Students compare the types of leaders and leadership styles in Vergil to those in the previously read Caesar passages, as they will need to do on the exam.

Aeneas and Dido, from Hookup to Breakup

Required Reading Assignments:

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

Themes:

- Literary Genre and Style
- Leadership
- Human Beings and the Gods

Estimated Time:

4 weeks

Essential Questions:

▼ How does Vergil portray Dido? ▼ How do leaders deal with setbacks and failures? ▼ How does fate affect human beings? ▼ What roles do the gods play and how are they perceived? ▼ How and why do human beings and gods communicate with one another?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Word Definitions, Identification of Grammatical Forms</p> <p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Preparation for Translation</p> <p>At the beginning of every unit, students prepare to translate by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number) as part of a homework assignment, as explained in Unit 2.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As students translate Book 4, lines 160–218, 259–361, and 659–705, they see the imagery of marriage in the cave scene, learn how Mercury rebukes Aeneas for his distraction, and experience the respective speeches of Dido and Aeneas. When the class discusses a passage or a section, students are encouraged to paraphrase words and clauses from the text to support their ideas.</p>
<p>Reading and Comprehending: Reference to Roman Culture, History and Mythology</p> <p>Contextualization: Relating Cultural Practices to Perspectives</p>	<p>Instructional Activity: Dido Versus Aeneas</p> <p>Using information from Books 1, 2, and 4, the students prepare to take a side favoring Dido or Aeneas. I split the class into two sides. This activity takes a full class period to debate, but of course the preparations begin as the unit begins. Students present their arguments along with their evidence from the Latin and/or English text of the <i>Aeneid</i>. All evidence is tracked on the front board. When the class has 5 minutes left, the students look at the evidence presented and vote as to whether Dido or Aeneas wins.</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Literal Translation</p> <p>I take one or two passages from previous AP Latin: Vergil exams, which ask the students to translate a passage literally. I split the passage (or passages) into sections, and students work in groups of two or three to translate a section together. Given appropriate time, each group presents their translation to the class using a projected version of the passage on the whiteboard. The other students and I provide feedback to each group.</p>
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: <i>Aeneid</i> Book 4 Test</p> <p>The Book 4 test includes one literal translation, taken from Book 4, lines 160–218, 259–361, and 659–705; a seen passage with multiple-choice questions from Book 4 read in Latin; a section in which students write a short essay; and questions testing knowledge of the sections of Book 4 read in English.</p>

I don't treat this exercise as a game with prizes. The whole point is for students to use the information from the text to argue their ideas. I also explain that it's good practice to debate on a side that is against their beliefs, as lawyers are sometimes obligated to do as part of their job.

This powerful activity allows the students to evaluate one another's work and provide feedback. It also provides me with information about students' needs regarding their literal translation skills.

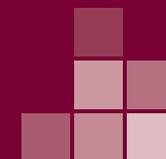
This summative assessment relates to the following essential questions:

- What roles do the gods play and how are they perceived?
- How and why do human beings and gods communicate with one another?

- Vergil, *Aeneid*, Book 6, Lines 295–332, 384–425, 450–476, and 847–899
- Books 6, 8, and 12 in English

- History and Memory
- Roman Values

2½ weeks



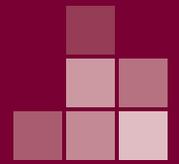
Essential Questions:

▼ How are historical and mythological *exempla* (heroic ancestors, critical events) used in epic poetry, and for what purposes? ▼ What values and ideals can be considered characteristically Roman? ▼ How is strength and weakness of character exemplified by individuals?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Word Definitions, Identification of Grammatical Forms</p> <p>Reading and Comprehending: Syntax</p> <p>Translation: Grammar and Syntax</p>	<p>Instructional Activity: Preparation for Translation</p> <p>At the beginning of every unit, students prepare to translate by looking up all unfamiliar words (not given in the facing vocabulary); identifying verbs (tense, voice, and mood); and identifying nouns and adjectives (case, gender, and number) as part of a homework assignment, as explained in Unit 2.</p>
<p>Reading and Comprehending: Vocabulary, Words and Phrases in Context, Syntax, Stylistic Features</p> <p>Translation: Vocabulary, Grammar and Syntax</p>	<p>Instructional Activity: Translation and Paraphrase in Reading</p> <p>As students translate Book 6, lines 295–332, 384–425, 450–476, and 847–899, they witness Aeneas’s key encounters in the underworld: Charon and the souls, the heartbreaking scene with Dido, and the hopeful meeting with Anchises. When the class discusses a passage or a section, students are encouraged to paraphrase words and clauses from the text to support their ideas.</p>
<p>Reading and Comprehending: Reference to Roman Culture, History and Mythology</p> <p>Contextualization: Relating Cultural Practices to Perspectives</p>	<p>Instructional Activity: Poster Project</p> <p>Using the Latin text as a basis, students create posters (with charts and pictures), depicting the different scenes in the underworld. They clearly connect the sections of their posters directly to the text by citing the supporting Latin (or the English translation).</p>
<p>Reading and Comprehending: Vocabulary</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Correction of Literal Translations</p> <p>In groups of two or three, students are given a previous AP Latin: Vergil literal translation question and the rubric which the readers used to grade it, along with a published translation of the same passage. The students grade that published translation according to the rubric. While all students have the same translation question, each group has a different published translation of the passage. When the students have finished, each group presents their scoring of the translation and receives feedback from the rest of the class as well as from me. This helps me see, in a different way, how well the students know the grammar and vocabulary in the passage, and informs my decisions about next instructional steps.</p>
<p>Reading and Comprehending: Vocabulary, Syntax</p> <p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Relating Cultural Products to Perspectives</p>	<p>Summative Assessment: <i>Aeneid</i> Book 6 Test</p> <p>The Book 6 test includes one literal translation, taken from lines 295–332, 384–425, 450–476, and 847–899; an unseen prose passage with multiple-choice questions from the Level V National Latin Exam; a section in which students write a long essay; and questions testing knowledge of the sections of Book 6 read in English.</p>

This mind-opening activity shows students that published translations, even though they give the sense of what Vergil is saying, still do not always show a literal translation of the passage.

This summative assessment relates to the essential question, How is strength and weakness of character exemplified by individuals? Because our class periods last 40 minutes, this test needs to be given over a two-day period to allow sufficient time for the long essay. I give the literal translation, the unseen prose passage, and questions testing knowledge on Book 6 read in English during the first day, with the second day dedicated to the long essay.



General Resources

The National Latin Exam. <http://www.nle.org/>.

Quia. IXL Learning. <http://www.quia.com>.

Quizlet. <http://quizlet.com/>.

Ritchie, Francis. *Ritchie's Fabulae Faciles: A First Latin Reader*. Edited by John Copeland Kirtland, Jr. New York: Longmans, Green, and Co., 1903. (Available through Google Books: <http://books.google.com/books?id=vF1JAAAAYAAJ&printsec=frontcover&dq=fabulae+facile&hl=en&sa=X&ei=seMMT4HyKuLj0QGV95CJBg&ved=0CE0Q6AEwBA#v=onepage&q&f=false>.)

WordChamp. <http://www.wordchamp.com>.

Caesar

Caesar, Julius. *Caesar's Commentaries on the Gallic and Civil Wars: with the Supplementary Books Attributed to Hirtius*. Electronic Text Center, University of Virginia Library. <http://etext.virginia.edu/toc/modeng/public/CaeComm.html>.

Caesar, Julius. *Caesar's Gallic War*. Complete ed., including seven books. Allen and Greenough's Latin Series. Edited by J. H. Allen, W. F. Allen, J. B. Greenough, and H. B. Judson. Boston: Ginn & Company, 1900. Extensive introductory material, notes, military index, and full lexicon. (Available through Google Books: <http://books.google.com/books?id=-nsLAAAAYAAJ&pg=PR5&dq=allan+greenough+caesar&hl=en&sa=X&ei=ao8hT82WIKrZ0QHrzZnzCA&sqi=2&ved=0CDAQ6AEwAA#v=onepage&q=allan%20greenough%20caesar&f=false>.)

Caesar, Julius, and Arthur Tappan Walker. *Caesar's Gallic War*. A revision of the edition by Cornelius Marshal Lowe and John Thomas Ewing. Chicago: Scott, Foresman and Company, 1907. (Available through Google Books: http://books.google.com/books?id=_csAAAAAYAAJ&printsec=frontcover&lr=#v=onepage&q&f=false.)

Vergil

Carr, Wilbert Lester, and Harry E. Wedeck. *Latin Poetry*. New York: Houghton Mifflin, 1940.

Pharr, Clyde, ed. *Vergil's "Aeneid": Books I–VI*. Mundelein, IL: Bolchazy-Carducci, 1998.