

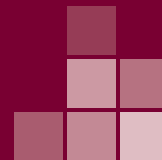
AP[®] Latin

Course Planning and Pacing Guide 2

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About the College Board

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AP Equity and Access Policy

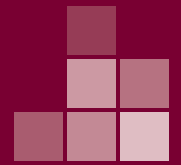
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic,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

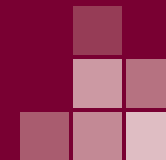
This guide is one of four Course Planning and Pacing Guides designed for AP® Latin teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

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.



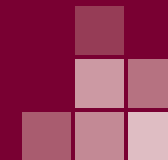
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Loyola High School Los Angeles, California

School	Private Jesuit high school located in urban Los Angeles.
Student population	<p>Enrollment of approximately 1,250 students includes an increasing number of minority students:</p> <ul style="list-style-type: none"> • 49 percent Caucasian • 25 percent Hispanic/Latino • 13 percent African American • 11 percent Asian American • 2 percent multiracial <p>About 99 percent of the students continue their education at a postsecondary institution. 96 percent attend four-year colleges. About 15 percent of students are enrolled in Latin classes.</p>
Instructional time	The course plan is based on 116 teaching days, with about 100 of those days occurring before the AP [®] Exam. This is a typical schedule for AP courses at the school. All course objectives must be completed by the week before the start of AP Exams. Class meets three to four times a week for 55 minutes, depending on the weekly schedule. Classes begin at the end of August.
Student preparation	AP Latin is the level 4 course in the Latin curriculum. Most students begin language study in ninth grade, completing Latin 3 in 11th grade; thus the level 4 AP course is taken mostly by 12th-grade students. The AP course includes students at various levels of proficiency, with a wide range of academic abilities. Since there are approximately 100 teaching days before the AP Exam in grade 12, Honors Latin 3 students begin the AP course syllabus in the third quarter of grade 11. During that quarter, students translate Caesar, because prose is the best complement to the grammar and vocabulary Latin 2 and 3 students have recently learned. The pacing is slower and more support is given than in Latin 4, but the same level of accuracy and critical understanding is expected. At the beginning of grade 12, students will review and be tested on material covered in grade 11.

Overview of the Course



The AP Latin course exposes students to the life and writings of Julius Caesar and Vergil. Students strive to attain understanding of tone, mood, symbolism, and theme through daily translations, regular sight reading, class discussions, cooperative group work, listening to podcasts, and watching video clips. Studying Caesar as the great military tactician, writer, politician, and leader, students explore the themes of leadership, war, and imperialism in ancient Rome and in the modern age. Becoming familiar with the travels of Aeneas is an appropriate end to the students' course of study, which began in freshman English with the theme "Journey of a Hero."

My Course Planning and Pacing Guide includes a number of activities, varying in depth of thought and duration of time. Short 5- to 20-minute activities introduce or reinforce themes, ideas, and concepts. Longer-term knowledge-building activities may last an entire class period or continue over an entire unit.

Formative and Summative Assessments

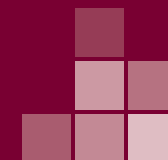
I assess the quality of student homework and sight-reading progress with frequent vocabulary, grammar, and sight-reading quizzes at the beginning of the class periods. I also spot-check homework, on a daily basis, by requiring students to color-code their translations for the first units of both Caesar and Vergil. This approach encourages students to become more precise translators and grammarians. These informal formative assessments help me to plan the next steps and to provide extra help and review when needed. My summative assessments include literal translations of two to three passages; one sight-reading multiple-choice passage; grammar questions on two to three passages; and spot questions, short answers, or an essay question on passages. Students participate in creating question-and-answer keys for all parts read in English. For Vergil, summative assessments are given after students have read 100 to 150 lines of that text. To prepare for the type of questions they will encounter on the AP Exam as well as on my tests, students create questions on assigned passages, using the multiple-choice question tutorial on AP Central® (http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/9611.html).

Technology

My activities are infused with technology because it helps to facilitate teaching and learning and, most important, to build a learning community. Detailed computer presentations that enable students to place Caesar and Vergil in history are updated and shared with students. Logging on to Google Earth allows students, as they tour Gallia, Britannia, and Italia remotely, to understand the effect of topography on peoples and cultures. Additionally, I use video clips from popular films to help spark class discussion. Students may be asked to watch the clips at home prior to a translation assignment, for example. Talking about the *Aeneid* in cinematic terms helps students to visualize the work as a drama. Students can even refer to other films they have seen, as a way to help the class understand the mood and tone of passages. Student-created lists of characters and idioms become reference guides that the class shares online. Any archived activity or project allows students to revisit the lessons at their own pace. The Ning (ning.com) social network project and book reports in the form of Glogs (glogster.com) assist my students in building knowledge as a community of learners and in archiving the information for retrieval and review. The ning.com project includes formative assessments for essay writing. And using technology allows me to differentiate instruction for the kinesthetic, visual, social, and auditory learners.

- Caesar, *Gallic War*, Book 1 in English

- Leadership
- Roman Values



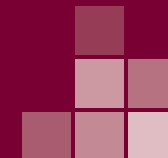
Essential Questions: ▼ What qualities contribute to the success of a leader? ▼ How does family influence shape an individual's career and ambition?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Influential People and Key Historical Events, Political Ideas	Instructional Activity: Creating Character Profile Pages Using Wikipedia and articles by Conte and Gardner (see Resources), students work in pairs to find relevant biographical information on the major characters in <i>Gallic War</i> and create a character profile on each figure using a Keynote template I've designed. Information is assessed and discussed as students present their profiles in class. As each pair presents, the class considers the fact that the characters are either pro- or anti-Caesar. It's important for students to focus on the characters' relationship with, or influence on, Caesar's life. All slides are placed into one file, which is made available in Dropbox (dropbox.com). I make comments and recommendations in the presenter notes, and students are required to follow up with the necessary changes and improvements.
Contextualization: Influential People and Key Historical Events, Relating Cultural Products to Perspectives, Authors and Literary Conventions	Instructional Activity: Collaborative Lecture Prior to class, students prepare to contribute to discussion by reading and annotating their copies of Conte's "Caesar" article. In class, they listen to a teacher-created Prezi presentation on the historical background of Julius Caesar. Students jot down notes on a basic outline and are encouraged to add interesting/valuable information from their reading. A group of volunteers adds important student contributions to the Prezi lecture presentation notes after class. The lecture notes are posted on the school website for students to refer to throughout the year.
Translation: Vocabulary	Instructional Activity: Vocabulary Building As an introductory activity, I cut and paste Book 1, Chapters 1–7, into Wordle, which identifies the most frequently used vocabulary. The Wordle acts as a graphic organizer, allowing students to see which words occur most often and thus which words to learn first. As I point to the most frequently used words, I ask students what subjects Caesar writes about and why that material might be of interest to his Roman audience. This activity generates discussion about the purpose and audience of <i>Commentarii</i> . It assists students in understanding why and how to prioritize and strategize about what vocabulary they must know to read Caesar.
Contextualization: Influential People and Key Historical Events, Relating Cultural Products to Perspectives, Authors and Literary Conventions	Instructional Activity: Setting Up the Caesar Ning Account Using their preliminary knowledge of Caesar, students help create a Caesar social network account using ning.com. One group fills in Caesar's profile, a second group sets up student accounts, a third group creates interview questions for "reporters" to ask, and the remaining group writes the responses. The group members acting as reporters decide which fictional character or real person (relative, former teacher, classmate, etc.) in Caesar's life they will interview and what types of questions will reveal an "intimate" understanding of Caesar as a man, a leader, and a Roman. The students serving as the interviewees write and post their short responses to the reporters' questions, as well as write short obituaries for prominent figures in Caesar's life.

Creating Mortal Kombat profile pages using a familiar video game format provides an easy "cast of characters" list for students to refer to throughout the course.

The Wordles are categorized by chapters and by book. They alert students to new vocabulary and reassure them that they already know a number of the words. Students can anticipate the plot or theme by examining the overall vocabulary in a Wordle without having to worry about translating the passage. We talk not only about vocabulary but about the types of grammatical constructions to expect and why. We have a preliminary discussion about Caesar's purpose in writing the material.

This activity allows students to relate to Caesar as a man and as a leader, using a platform familiar to them. This is the beginning of a long-term social network project explained in more detail later in this unit.



Essential Questions: ▼ What qualities contribute to the success of a leader? ▼ How does family influence shape an individual's career and ambition?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Words and Phrases in Context</p> <p>Translation: Linguistic Differences</p>	<p>Instructional Activity: Sports Idioms</p> <p>Since many of my students are unfamiliar with idioms in English, we start with a quick sports-idiom analysis before translating and understanding common Latin idioms. In groups of three, students use the Internet to locate the origin, literal meaning, and modern use of sports idioms that I assign. Members of each group present their research in a shared Google Doc. This way, students can view one another's findings in a timely and efficient manner. Next, students access a second Google Doc, with a list of common Latin idioms used throughout Caesar's <i>Gallic War</i>. They define the Latin, giving both its literal meaning and its figurative meaning. Students will use their work in the next activity.</p>
<p>Reading and Comprehending: Words and Phrases in Context</p> <p>Translation: Linguistic Differences</p>	<p>Formative Assessment: Presenting Idioms</p> <p>Students demonstrate their understanding of the difference between literal Latin translations and idiomatic usages. In the same small groups, students explain their assigned Latin idiom by using their findings in the previous activity. They then create 30-second video explanations in Keynote using a smartphone, Flip, or MacBook camera. As we watch the compiled slides, the class and I discuss whether each explanation makes sense and come up with improvements if it doesn't. Each group is responsible for typing these comments and suggestions into the presenter notes. Groups will then make any necessary changes and submit their completed slides by the end of the day. Finalized Keynote slides are compiled and made available to students as an idiom reference manual.</p>
<p>Contextualization: Influential People and Key Historical Events, Relating Cultural Products to Perspectives</p>	<p>Formative Assessment: Caesar — A Social Networking Project</p> <p>In this activity, students explore the fall of the Roman Republic by taking on the roles of its major and minor players. Each student is assigned a secret character, creates a profile, and then plays that character for the duration of the activity. Other prominent figures can comment, question, and provoke debates. The Caesar character moves the class through the Gallic campaign by writing about it. "WikiLeaks" are tweeted by the students and me to create controversy and instigate debate. The weekly activity evolves from just before the Gallic campaign until Caesar's assassination. Throughout all the Caesar units, students read and respond to blogs, tweets, and any postings in the discussion forum. Students are assessed on the quality of their role-playing and their contributions to the discussion.</p>
<p>Contextualization: Influential People and Key Historical Events</p>	<p>Summative Assessment: Caesar Background Quiz</p> <p>Students take a Quia (http://www.quia.com/) multiple-choice, matching, and short-answer quiz on key background information. The short-answer questions target basic understanding of family influence and career accomplishments.</p>

This long-term project allows students to "walk in another person's sandals," helping them to understand how politics, rhetoric, and war affected the ancients. Students explore events from different points of view (e.g., non-Roman, political) to achieve a wider perspective. I can also identify students' misconceptions and clarify them quickly via the site. Having an unknown element such as the "guest stars" (other teachers who participate in the Ning community) sustains students' interest and helps them make cross-curricular connections.

This summative assessment addresses the essential question, How does family influence shape an individual's career and ambition?

Beyond the Frontier: Geography/Topography, Peoples, and Helvetian Migration

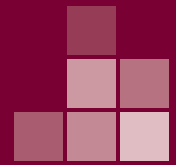
Required Reading Assignments:

- Caesar, *Gallic War*, Book 1 in English (Chapters 1–7 in Latin)

Themes:

- Leadership
- Roman Values
- Views of Non-Romans

Estimated Time:
2 weeks



Essential Questions: ▼ What personal qualities do enemy leaders exhibit? ▼ How does a leader portray the enemy? ▼ Why is understanding human geography important?

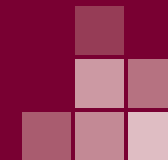
Learning Objectives	Instructional Activities and Assessments
<p>Translation: Vocabulary, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Instructional Activity: Literal Translation</p> <p>Students translate Book 1, Chapters 1–7. Class begins with four grammar and parsing questions. Each day, we focus on reviewing particular grammatical features. I have students do paired translating in class; the activity is followed by discussions in small and large groups. We continue to review grammar throughout the first book until students feel comfortable with Caesar’s prose style. Parsing quizzes help students build confidence as they review and strengthen their knowledge of grammar. All students are expected to translate and share their opinions about Caesar’s narrative and his writing style.</p>
<p>Reading and Comprehending: Reading Aloud</p>	<p>Instructional Activity: Reading Aloud</p> <p>When beginning Caesar, students are required to watch and listen to the Dickinson wiki’s <i>Bellum Gallicum</i> videos for Book 1, Chapters 1–4 at home. After listening to the recordings, students post short responses to the question, <i>How can listening to and reading the Latin aloud help you?</i> on Wallwisher.com. Students read one another’s responses and then discuss the question as a class. Throughout the course, each student is assigned a line to recite and makes an audio recording of it; all of these are placed into a shared Google Docs file. Students are encouraged to base their recitation on Dr. Francese’s recordings. They receive feedback on phrasing as well as pronunciation. From then on, students are asked to read each passage aloud before going over their translations in class.</p>
<p>Analysis of Texts: Analysis of Language and Style</p>	<p>Instructional Activity: Discuss Character</p> <p>Students discuss character, first in pairs and then in small groups, by providing evidence for arguments they create regarding how Orgetorix and the Helvetians are characterized and how Caesar would compare Orgetorix or other Helvetian leaders to his own people. Students are asked to mark the text and write notes on how the passages support their claims.</p>
<p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Creating and Taking Reading Quizzes</p> <p>Students read short selections in English from Book 1, Chapters 8–13. They watch a screen-casted video tour via Google Earth that I have prerecorded for them, accessing the video from my Caesar Ning website. The video tour follows the Helvetians’ journey from Lake Geneva through the Jura Mountain pass toward Santones (Book 1, Chapters 8–30). Students write brief fill-in-the-blank and short-answer quizzes on the Book 1 parts read in English. The completed quizzes are assigned to individual students.</p>

I prefer that students listen to a professional recitation first because I don’t think reciting badly will help enhance student understanding. So I refer students to Dr. Francese’s wiki videos in order to hear a great reading of the Bellum Gallicum. This recitation activity is repeated throughout our reading of Bellum Gallicum, but is not repeated throughout this document to avoid redundancy.

The discussion questions start students thinking about how non-Romans are viewed. Providing textual evidence familiarizes students with the need to offer support and explanations for their answers on written tests. This is a useful exercise to show students how to prepare for essay writing.

Quiz writing requires students to master the information and to synthesize what is important, since they’ll need to defend their questions and answers among their peers. In this activity, students give each other feedback and take on the role of the instructor. I also ask students to give me feedback on patterns of misunderstanding, to inform my next steps in this unit.

Beyond the Frontier: Geography/Topography, Peoples, and Helvetian Migration *(continued)*



Essential Questions: ▼ What personal qualities do enemy leaders exhibit? ▼ How does a leader portray the enemy? ▼ Why is understanding human geography important?

Learning Objectives	Instructional Activities and Assessments
<p>Contextualization: Influential People and Key Historical Events, Overall Comprehension, Authors and Literary Conventions</p> <p>Analysis of Texts: Analysis of Language and Style</p>	<p>Instructional Activity: Virtual Tour Part 1</p> <p>Via Google Earth, students go on a virtual tour of the topography Caesar has described so far in the reading. By taking the tour, students can see the topography as it exists, and then analyze Caesar's depiction of it. The tour is followed by a group discussion. Students preview the next lines and obtain a summary of the Helvetian wars on Google Earth. First in small groups and then as a class, students examine Caesar's characterization of the Gauls and the threat they present. Students provide evidence for their arguments concerning the degree to which the Helvetians' movements posed an actual danger to the Roman province and to Rome.</p>
<p>Contextualization: Influential People and Key Historical Events, Overall Comprehension, Authors and Literary Conventions</p> <p>Analysis of Texts: Analysis of Language and Style</p>	<p>Instructional Activity: Virtual Tour Part 2</p> <p>Students create a Book 1 outline of the parts read in English and follow Caesar's tour. On the Ning discussion forum, students report on Caesar's reasons for going into the Gallic frontier. Students split into five groups. Each of the first four groups gives a report to a "Roman" audience from one of the following points of view: Caesar, one of Rome's allies, the Helvetians, or the Germans. Their reports are based on both Caesar's commentary and their own observations from their virtual tour. The fifth group assumes the role of the "Roman" audience and gives a short response to each group.</p>
<p>Reading and Comprehending: Overall Comprehension</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Summative Assessment: Test</p> <p>Book 1 Test: literal translations of two or three passages, approximately 40–60 words, from Chapters 1–7; one sight-reading multiple-choice passage from Chapter 3; grammar questions on two passages; and one short-answer question on how Caesar portrays the Helvetians.</p>

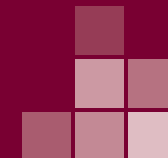
This student-led tour, following Caesar's and the Helvetians' movements, summarizes what students have read in English. When students report from someone else's point of view, they can analyze Caesar's diction and explore his motives.

This summative assessment addresses the essential question, How does a leader portray the enemy?

Throughout the course, teacher feedback is important. For every essay answer, I write comments on student papers and have the class read excerpts from their essays in order to illustrate well-supported statements and/or good analysis. I comment on what the students do well, in addition to suggesting ways to improve their writing.

- Caesar, *Gallic War*, Book 4: Chapters 24–35 in Latin

- War and Empire
- Leadership



Essential Questions: ▼ Why does Caesar invade *Britannia*? ▼ What is the cost of empire? ▼ How does a leader inspire others to follow? ▼ What was Caesar's motive in telling the story of the standard-bearer?

Learning Objectives	Instructional Activities and Assessments
<p>Contextualization: Overall Comprehension</p>	<p>Instructional Activity: Virtual Tour</p> <p>I give a Google Earth presentation of the geography of Caesar's launch from Gallia and the attempted landings on the coast of <i>Britannia</i>. A Google Earth tour, following Caesar's journey from Boulogne across the English Channel to Dover, enhances understanding of Caesar's struggles and failures. Students preview the next lines and get a summary of the invasion of <i>Britannia</i> via Google Earth.</p>
<p>Contextualization: Relating Cultural Practices to Perspectives</p>	<p>Instructional Activity: Translation and Discussion</p> <p>Students watch the first 4.5 minutes of "Omaha Beach," the opening scene from <i>Saving Private Ryan</i>, and, in large groups, compare the difficult landings experienced by Caesar and the U.S. military. They also discuss how failure is portrayed in both the text and the video clip. Watching the American troops landing in Normandy allows students not only to visualize the problems of landing on unfamiliar terrain but also to identify Caesar's quick problem-solving talent. This is a good opportunity to have a class discussion about imperialism and the costs of war.</p>
<p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Narrating an Action Video</p> <p>After translating Book 4, Chapters 24–35, students film a short video to summarize the lines. In groups of three or four, students narrate, act out or sketch, and film the action described in those lines. The intended audience of the video is the same audience for whom Caesar was writing his commentary. Students narrate by giving a dramatic reading of parts of the passages in Latin. To imitate the rough seas, students are encouraged to let the video be jerky and "homemade." The video will be posted on the Ning website. Students playing the parts of citizens back in Rome, as well as those playing Britons, post comments after seeing the videos to provide their classmates with feedback. This activity also allows me to gauge student understanding and to clarify where necessary.</p>
<p>Reading and Comprehending: Overall Comprehension</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Summative Assessment: Test</p> <p>Book 4 Test: literal translations of two or three passages, approximately 40–60 words, from Chapters 24–35; one sight-reading multiple-choice passage from Chapter 38; grammar questions on two passages; one short essay question on how leaders (including Caesar) inspire others to follow; and one essay outline on the way Caesar portrays his invasion of <i>Britannia</i>.</p>

Having students create videos for the Roman audience encourages them to think about what Caesar intended to communicate and how he did so.

This summative assessment addresses the following essential questions:

- How does a leader inspire others to follow?
- Why does Caesar invade *Britannia*?

- Caesar, *Gallic War*, Book 5, Chapters 24–48
- Caesar, *Gallic War*, Book 5 in English

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

Essential Questions: ▼ What do Romans value? ▼ How does a leader portray the enemy? ▼ How do leaders deal with setbacks and failures? ▼ How does Caesar portray different characters' strengths and weaknesses?

Learning Objectives	Instructional Activities and Assessments
<p>Analysis of Texts: Analysis of Language and Style, Analysis Based on Perspective</p> <p>Reading and Comprehending: Reference to Roman Culture, Overall Comprehension</p>	<p>Instructional Activity: War Crimes Trial Part 1</p> <p>At the beginning of this unit, I present an outline of the war crimes trial assignment. In pairs, students collaborate on translations from Book 5, Chapters 24–37. After translating the chapters, students break up into six teams — three for the prosecution and three for the defense — to put Sabinus, Cotta, and Ambiorix on trial for war crimes. Students prepare textual evidence from Book 5, Chapters 24–37, to debate each defendant's actions or inactions.</p>
<p>Analysis of Texts: Analysis of Language and Style, Analysis Based on Perspective</p> <p>Reading and Comprehending: Reference to Roman Culture, Overall Comprehension</p>	<p>Formative Assessment: War Crimes Trial Part 2</p> <p>Students challenge or support each defendant's actions or inactions, basing their arguments on textual evidence from Book 5, Chapters 24–37. A guest judge (teacher) presides over the trial and makes a final decision based on the evidence presented. I assess students on the quality of their argumentation as well as the quality of their evidence/textual analysis. One student from each group posts the group's written textual analysis in the Ning discussion forum after the trial. Other groups and I give positive feedback and recommendations in the forum immediately after the trial. At the end of this activity, students look at a picture of Ludovisi's <i>Gaul Killing Himself and His Wife</i> and watch a short clip from <i>The Eagle</i> (46:05–48:20) to facilitate discussions about how Caesar depicts the enemy.</p>
<p>Translation: Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Formative Assessment: Illustrating Translations</p> <p>As they translate Book 5, Chapters 38–48, students quickly sketch the actions of the main characters, such as Ambiorix and the Nervii, Cicero and his men, and Caesar, as literally as possible, and write in captions using Latin citation. Students work in pairs for this activity. A stronger Latin student is paired with a weaker one. Each pair is assigned a particular passage. All the scenes are compiled and posted online as a study guide for the exam.</p>
<p>Reading and Comprehending: Overall Comprehension</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Summative Assessment: Test:</p> <p>Book 5 Test: literal translations of two passages, approximately 40–60 words, from Chapters 24–48; one sight-reading multiple-choice passage from Cornelius Nepos's biography of Atticus; grammar questions on one passage; one short-answer question on Chapter 30; and one long essay on Caesar's portrayal of the strengths and weaknesses of Romans and Gauls.</p>

Students develop their essay-writing skills by analyzing Caesar's account of the episode and his development of each character. Students compete to win by presenting the claims and providing evidence. This is an oral representation of what I expect in a well-written essay. Students are asked to identify Roman values, to examine morality from both sides' points of view, and to discuss how Caesar characterizes the enemy.

Drawing while translating helps students keep the action alive. Pairing students by different abilities strengthens the pair. Students can demonstrate comprehension of the Latin passage by illustrating the scenes and labeling their drawings with key Latin words and phrases from the passage, with stronger students providing the assistance weaker students may need. While this is a nontraditional formative assessment, it helps me determine whether students understand the passage. Visual and kinesthetic learners remember the passages better when they participate in an interactive, engaging exercise.

In this summative assessment, my focus for the essay is on the essential question, How does a leader portray the enemy?

Customs and Institutions of the Gauls: A Cultural Comparison

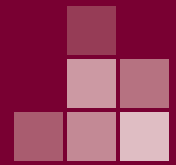
Required Reading Assignments:

- Caesar, *Gallic War*, Book 6, Chapters 13–20
- Caesar, *Gallic War*, Books 6 and 7 in English

Themes:

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

Estimated Time:
2 weeks



Essential Questions: ▼ What influences a culture's value system? ▼ How does a leader portray the enemy? ▼ How do different cultures judge each other? ▼ What do different cultures value? ▼ What roles do women play in war?

Learning Objectives	Instructional Activities and Assessments
<p>Contextualization: Relating Cultural Products to Perspectives</p> <p>Analysis of Texts: Analysis Based on Products, Practices, and Perspectives</p>	<p>Instructional Activity: Material Evidence Hunt Part 1</p> <p>After students read Book 6, Chapters 13–20, they examine material evidence and search for other literary evidence to support or question the portrayal of the Gauls in works of art, coins, objects found in graves, and literature. Students viewing the art displayed on coins, for example, can observe the influence other cultures had on the Gauls. I provide some of the images, but students are free to find additional items.</p>
<p>Contextualization: Relating Cultural Products to Perspectives</p> <p>Analysis of Texts: Analysis Based on Products, Practices, and Perspectives</p>	<p>Instructional Activity: Material Evidence Hunt Part 2</p> <p>In the same way they examined art and coinage, students analyze what Caesar, in Book 6, chose to represent about the Gauls, their power structure, and the roles of women, and share their thoughts on why Caesar chose to represent these things. Students label Book 6 passages by category: social order, commerce, education, power, and other categories students suggest. Then students summarize the topics that may have interested Caesar and discuss what they feel Caesar neglected.</p>
<p>Contextualization: Influential People and Key Historical Events, Relating Cultural Products to Perspectives, Authors and Literary Conventions</p> <p>Analysis of Texts: Argumentation, Analysis of Language and Style</p>	<p>Formative Assessment: True Life-Source Analysis Debate</p> <p>In groups of four, students create and present a biographical profile on Caesar based on one of four or five different sources: Plutarch's biography of Caesar, Suetonius's biography <i>The Lives of the Twelve Caesars</i>, the animated movie of Shakespeare's play <i>Julius Caesar</i>, the NBC miniseries version of Shaw's play <i>Caesar and Cleopatra</i>, or Caesar's <i>Gallic War</i> (see Resources). After each group presents its profile, students debate which source best portrays the "real" Caesar. Finally, students consider the genre, intention, and style of Caesar's <i>Commentarii</i>. After this debate, we have a general discussion to highlight student understanding and clear up misconceptions.</p>
<p>Reading and Comprehending: Overall Comprehension</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Contextualization: Influential People and Key Historical Events</p>	<p>Summative Assessment: Test</p> <p>Book 6 Test: literal translations of two passages, approximately 40–60 words, from Chapters 13–20; one sight-reading multiple-choice passage from Book 7; grammar questions on one passage; one long essay question on the portrayal of the enemy; and one short essay question on leadership from the parts read in English. Students choose a Roman leader from a list described in the required English readings from Books 6 and 7 and write a short essay analyzing how Caesar describes that leader and how he described the Gallic leader Vercingetorix.</p>

I encourage students to examine the material evidence to observe the influence different cultures had on each other. For example, artworks may reveal how, over time, trade between the Greeks and the Etruscans had an impact on both societies. Studying coins also helps students consider what the Gauls chose to depict and why. How did Caesar view the Gauls and how did future Romans view them? Answers can be fleshed out in viewing depictions of Gauls in art.

After reading the Caesar syllabus, students have a final opportunity to identify the "real" Caesar through his words and actions and by analyzing how others portrayed him. The debate appropriately concludes the Caesar unit by reviewing his work and legacy.

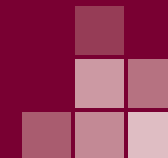
In this summative assessment, my focus for the essay is on the following essential questions:

- How does a leader portray the enemy?
- What do different cultures value?

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

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

4 weeks

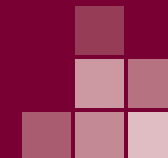


Essential Questions: ▼ How do good leaders deal with adversity? ▼ How can myth and history inspire noble deeds? ▼ What roles do fate, faith, and religion play in life? ▼ Why does Vergil show Aeneas's weaknesses?

Learning Objectives	Instructional Activities and Assessments
<p>Contextualization: Influential People and Key Historical Events</p>	<p>Instructional Activity: Video Synopsis</p> <p>Students read Pharr's introduction to <i>Vergil's Aeneid</i>, pages 1–8, and watch the video <i>Troy Story</i> as an amusing synopsis of the <i>Iliad</i>. Students discuss any important details the video leaves out.</p>
<p>Reading and Comprehending: Scansion, Reference to History and Mythology</p>	<p>Formative Assessment: Scansion and Recitation</p> <p>To understand theme and meter, students scan, memorize, and recite Book 1, lines 1–11. Students are given feedback on phrasing and pronunciation as well as on memorization and meter. To help them recite more confidently, they listen to Dr. Francese's example on the Dickinson podcast site. Students learn to scan different meters during Latin 3. They prepare for their recitation by scanning the first 11 lines. Prior to the recitation, students take a spot-question exercise on the 11 lines, in which they discuss gods and humans in the ancient world and the themes represented in those lines. After the recitation, students continue to explore how meter enhances the action or emotional tone of poetry whenever relevant to the passage. At least once a week during the Vergil units, students will be asked (1) how meter enhances particular passages and (2) how scansion helps differentiate between declensions and cases. Also at least once a week, students will be called upon to read the Latin aloud before translating. Students are required to scan a line on every summative assessment.</p>
<p>Reading and Comprehending: Stylistic Features</p> <p>Translation: Grammar and Syntax, Linguistic Differences</p>	<p>Instructional Activity: Literal Translation</p> <p>Students translate and color-code Book 1, lines 1–209. Color-coding is a system I've devised to make students accountable for every case and every verb. I have them mark the text with different colors as follows:</p> <ul style="list-style-type: none"> • nominative: red • genitive: orange • dative: purple • accusative: blue • ablative: green • vocatives: pink • verbs: yellow <p>Students also link adjective/participle-noun pairings by drawing arrows from the modifier to the noun/pronoun it modifies.</p>
<p>Contextualization: Authors and Literary Conventions</p>	<p>Instructional Activity: Understanding <i>In Medias Res</i></p> <p>Students watch a video clip of the opening scene of <i>Raiders of the Lost Ark</i> (00:01–12:00) in order to review the concept of <i>in medias res</i> and to discuss character development, indirect/direct characterization, and heroism.</p>

This activity and assessment reminds students that meter, sound, and style act as the "soundtrack" to the Aeneid. As in films, a soundtrack enhances the drama of scenes. The spot-question exercise helps students understand how the themes set the stage for the epic and helps students draw inferences and start thinking about intertextuality.

Many of my students are visual learners. I can spot-check to see that their translations match their color-coding and vice versa. Coding can also support students when they are extremely busy. Helping them find the subject/verb/object in advance of the homework assignments reinforces the importance of determining the function of each word in a sentence; gives students a way to identify, on their own, these functions; and lessens the pressure as they do the homework.

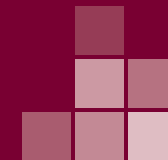


Essential Questions: ▼ How do good leaders deal with adversity? ▼ How can myth and history inspire noble deeds? ▼ What roles do fate, faith, and religion play in life? ▼ Why does Vergil show Aeneas's weaknesses?

Learning Objectives	Instructional Activities and Assessments
Translation: Grammar and Syntax, Linguistic Differences	Instructional Activity: Defining Literal Translations In pairs, students grade Dryden's and Fagles's translations of Book I, lines 50–54, using a chunking grid. Students then discuss the differences between prose and poetry, literal and poetic translations, and the ways in which each achieves its particular goals. The activity demonstrates how long Latin has retained its original meaning, in contrast to how quickly English changes. Students also learn to avoid making "minor" mistakes (e.g., omitting the <i>-que</i> or <i>et</i> or translating a verb into the wrong tense).
Reading and Comprehending: Overall Comprehension	Formative Assessment: Glogster Book Reports Part 1 At the beginning of the <i>Aeneid</i> units, students are placed into groups of two or three; each of these groups will later make a multimedia digital poster on Glogster for the required readings from Books 1, 2, 4, 6, 8, and 12. Two groups work on reporting on Books 1, 2, 4, and 6. One group focuses on the parts read in Latin, and the second group focuses on the important parts read in English. Each group presents its Glog the day we finish reading the relevant book. Students present important themes, passages, characters, and a summary of each book by including text, music, voice, and images. Classmates watch one another's progress, and students and I give feedback along the way.
Reading and Comprehending: Overall Comprehension Translation: Vocabulary, Morphology, Grammar and Syntax Contextualization: Influential People and Key Historical Events Analysis of Texts: Analysis of Language and Style	Formative Assessment: Review <i>Certamen</i>-Style Using my own altered version of AP Central's multiple-choice tutorial question phrasing guide (http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/9616.html), students write questions for a review <i>certamen</i> game that covers Book 1, lines 1–80. They play this game the day before the exam as a form of review. I tell students that their good questions may be used on the exam. This announcement forces students to think like the teacher, and they ask challenging and relevant questions. It also motivates students to pay attention throughout the game session.
Analysis of Texts: Argumentation, Analysis of Language and Style	Instructional Activities: Studying Motivational Speakers Students begin by translating Book 1, lines 157–209. Before encountering Aeneas's first speech, students listen to General Patton's speech in the film <i>Patton</i> and to Henry V's St. Crispin's Day speech in the film of Shakespeare's play. In groups of three or four, students discuss the similarities of the two motivational speeches, the leaders' intentions, and then share their findings with the class. After reading Aeneas's speech, students find the similarities among all three and report their findings to the class. Next, in groups of two or three, students identify and explain the elements in the text that make Aeneas's speech motivational.

Assigning the books and setting the presentation dates at the start of the *Aeneid* units encourages students to take more detailed notes and pay closer attention to class discussions. Receiving feedback along the way makes this activity a community learning experience. Students are required to make any necessary corrections or updates to their Glogs when feedback is given.

Having students write questions encourages them to identify tricky grammatical elements in a passage and to focus on the important themes. Becoming familiar with the phrasing lowers their anxiety for the exam.



Essential Questions: ▼ How do good leaders deal with adversity? ▼ How can myth and history inspire noble deeds? ▼ What roles do fate, faith, and religion play in life? ▼ Why does Vergil show Aeneas's weaknesses?

Learning Objectives	Instructional Activities and Assessments
<p>Reading and Comprehending: Reference to Roman Culture, History, and Mythology</p>	<p>Instructional Activity: Character Sketches</p> <p>After students have been introduced to Dido in Book 1, lines 418–440 and 494–578, I divide them into groups of three or four. Some groups draw a character sketch of Dido from Aeneas's point of view. Other groups draw character sketches of Aeneas as Vergil portrays him thus far. Students scan their sketches into the computer and use their works as the basis of a Glog. Students add thematic music and images and/or curriculum vitae for each character in order to illustrate their points. Finally, students share their Glogs and compare their findings, focusing more on similarities than on differences. When students present each character in class, we compare and contrast the character's strengths and weaknesses, both as a leader and as an individual.</p>
<p>Analysis of Texts: Analysis of Language and Style</p>	<p>Instructional Activity: Character Models</p> <p>Students examine three scenes: Juno shipwrecking the Trojans, Dido meeting the Trojans, and Venus infecting Dido with love. To introduce the topic and to observe intertextuality, we turn to a musical example. I ask students to discuss the references to the Bible in the lyrics to Lady Gaga's song "Judas." How does students' knowledge of Judas influence their understanding of Lady Gaga's song about betrayal? After students explore the way in which Lady Gaga's allusion to Judas lends depth to her song, they compare Vergil's use of character models from passages from Homer and Apollonius.</p>
<p>Reading and Comprehending: Overall Comprehension</p>	<p>Instructional Activity: Glogster Book 1 Reports</p> <p>On the last day of Book 1, students present their Glogster-created Book 1 reports. One group reports on the important passages read in English (Book 1, lines 441–493), and the other group presents the parts read in Latin. Students may use Shmoop's "The Aeneid" Book 1 summary. Each group will also create multiple-choice and short-answer questions to ask the entire class the next day. Following up the presentations with these comprehension questions encourages students to review the Glogs at home and know the parts read in both English and in Latin. Students can use this procedure for every book report.</p>
<p>Reading and Comprehending: Overall Comprehension</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Analysis of Texts: Analysis of Language and Style</p>	<p>Summative Assessment: Test</p> <p>The test on Book 1, lines 81–209, 418–440, and 494–578 includes a multiple-choice question on a sight passage; two or three translations of five to 10 lines; grammar questions on one passage; and an essay question asking students to outline an analysis of how Vergil characterizes Aeneas's strength in his <i>O socii</i> speech.</p>

Understanding that Vergil's audience would have been familiar with Homer's Iliad and Odyssey and Apollonius's Argonautica, students can consider how intertextuality shapes the audience's understanding of the behavior of the gods, of fate, and of Dido's inevitable doom. They can discuss Vergil's reasons for echoing Homer and Apollonius. What are the similarities between the three ancient writers and, more important, how are they different? We might also discuss plagiarism (stealing) vs. intertextuality and adapting earlier works to later audiences.

In this summative assessment, my focus for the essay is on the following essential questions:

- How do good leaders deal with adversity?
- Why does Vergil show Aeneas's weaknesses?

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

- History and Memory
- War and Empire

Essential Questions: ▼ How do ancestors and history inspire future events? ▼ Why should a nation remember its painful past? ▼ What is the cost of empire? ▼ How do past relationships affect future ones? ▼ Is revenge ever justified?

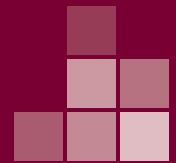
Learning Objectives	Instructional Activities and Assessments
Reading and Comprehending: Linguistic and Artistic Quality	Instructional Activity: Horror Scene Visual Effects Students read in English Book 2, lines 1–39. Then they watch the Laocoön episode in the TV miniseries version of the <i>Odyssey</i> (see Resources) as a preview to lines 40–56 and the Trojan horse episode as a preview to lines 268–297.
Reading and Comprehending: Linguistic and Artistic Quality	Instructional Activity: Horror Scene Sound Effects After discussing the way in which appropriate sound and editing in movies intensifies the sense of horror in certain scenes, students listen to Francese’s podcast of the Laocoön, lines 199–227. The class discusses how Vergil creates similar effects with only words.
Reading and Comprehending: Linguistic and Artistic Quality	Instructional Activity: Horror Scene Group Analysis Students identify the words/phrases in the Laocoön scene that contribute to the “soundtrack” or to the action of the events. Students then identify the words/phrases in lines 268–297 that accentuate Hector’s appearance and discuss why Vergil develops the scenes in this way. In small groups, students spend 10 minutes composing and posting their answers on the Ning site. Then each group reads and posts positive comments as well as constructive criticism (e.g., specific ways to support, clarify, or organize an answer more effectively). The class discusses how well each group analyzed the passage, how well the students used the Latin to support their answers, and what group members learned from one another.
Analysis of Texts: Analysis Based on Perspectives	Formative Assessment: Character Development Check After translating the Hector’s ghost, Creusa, Venus, and Helen passages and reading Book 2, lines 621–805, in English, students break into small groups to discuss how each character’s appearance affects Aeneas, and why the appearance is necessary to Aeneas’s growth as a hero. Students then report to the class and explain their findings by pointing to key passages from the text. Students are evaluated on the completeness and appropriate use of textual analysis.
Contextualization: Overall Comprehension	Instructional Activity: Virtual Tour As a transitional activity, students help create a Google Earth tour of the journey of Aeneas from Troy to Carthage. Students may be able to do this activity on their own before coming to class. I ask one group of students to list the main places, pinpoint the locations, put them into the Google Earth folder, and play their list of locations. At the same time, other students are creating a similar list of locations for Odysseus. They can compare and discuss why the journeys are similar.

Posting writing samples and the comments classmates and I make on Ning is a useful way to archive examples of good writing for students to refer to later.

The Google Earth tour following Aeneas’s journey from Troy to Carthage helps students connect the Trojan past to the Roman future; it echoes Odysseus’s journey home as well.

Flashback to the Trojan War: The Cost of War

(continued)



Essential Questions: ▼ How do ancestors and history inspire future events? ▼ Why should a nation remember its painful past? ▼ What is the cost of empire? ▼ How do past relationships affect future ones? ▼ Is revenge ever justified?

Learning Objectives	Instructional Activities and Assessments
<p>Contextualization: Overall Comprehension</p>	<p>Instructional Activity: Glogster Book 2 Reports</p> <p>On the last day of Book 2, students present their Glogster-created Book 2 reports. One group reports on the important passages read in English (Book 1, lines 441–493), and the other group presents the parts read in Latin. Students may use Shmoop’s “The Aeneid” Book 2 summary.</p>
<p>Reading and Comprehending: Overall Comprehension</p> <p>Translation: Vocabulary, Morphology, Grammar and Syntax</p> <p>Analysis of Texts: Analysis of Language and Style</p>	<p>Summative Assessment: Test</p> <p>The test on Book 2, lines 40–56, 201–249, and 268–297, includes a multiple-choice question on a sight passage; two translations of five to 10 lines; grammar questions on one passage; and an essay question. The essay asks students to analyze Vergil’s use of language to intensify the action and drama in Book 2 passages.</p>

In this summative assessment, my focus for the essay is on the following essential questions:

- Why should a nation remember its painful past?
- Is revenge ever justified?

Failure to Communicate Leads to Tragedy

Required Reading Assignments:

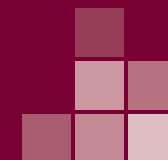
- Vergil, *Aeneid*, Book 4 (Lines 160–218, 259–361, and 659–705 in Latin)
- Books 4 in English

Themes:

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

Estimated Time:

3 weeks



Essential Questions: ▼ How are “other” leaders portrayed? ▼ What roles do the gods and fate play in human lives? ▼ How do good leaders deal with difficult situations?

Learning Objectives	Instructional Activities and Assessments
Analysis of Texts: Argumentation	Formative Assessment: Character Development Check #2 After translating Book 4, lines 160–218 and 259–361 and reading lines 219–258 in English, students write an essay outline comparing the appearance of Mercury to the appearance of Hector’s ghost, Creusa’s ghost, or Venus in Book 2, or an outline comparing Vergil’s portrayal of King Iarbas to Ambiorix. Students post their essays online and comment on one another’s writing. They point out strengths, identify ways in which they might employ another student’s technique in their own writing, and give suggestions for improvement.
Contextualization: Relating Cultural Practices to Perspectives	Instructional Activity: Culture Clash Students discuss whether each character’s cultural, philosophical, and religious background contributed to his or her inability to understand the other characters. After reading lines 362–658 in English, students post answers and comments on the following questions: <i>How might Aeneas’s and Dido’s problems be based on cultural differences? Why does Dido get so upset? Is Aeneas a jerk?</i>
Reading and Comprehending: Words and Phrases in Context, Overall Comprehension	Formative Assessment: Homework Check Basing their information on the homework passages in Book 4, lines 259–361 and 659–705, one group of students draws a portrait of Dido pre-Aeneas, while another group draws one post-Aeneas. Students define the tragedy of Dido by drawing it. They portray Dido at the height of her career and at her death. They can measure her fall from grace and perhaps question why such a tragedy is necessary. Another group draws a portrait of Aeneas before meeting Dido, and another draws one with Dido in Carthage. They also label their portraits with Latin phrases from the passage. I give feedback on their portraits based on the amount and quality of the Latin cited. The activity concludes with students considering why Vergil portrays both characters as he does, and how he manipulates the audience’s xenophobia.
Contextualization: Overall Comprehension	Instructional Activity: Glogster Book 4 Reports On the last day of Book 4, students present their Glogster Book 4 reports. One group reports on the important passages read in English, and the other group presents the parts read in Latin. Students may use Shmoop’s “The Aeneid” Book 4 summary as a reference tool.
Reading and Comprehending: Overall Comprehension Translation: Vocabulary, Morphology, Grammar and Syntax Analysis of Texts: Analysis of Language and Style	Summative Assessment: Test The test on Book 4, lines 160–218, 259–361, and 659–705, includes three translations of five to 10 lines; a multiple-choice question on a sight passage; and two short-essay questions. One essay asks students to analyze what roles the gods play in both Aeneas’s and Dido’s lives. The second essay asks students to compare two passages and discuss the success and failure of the leaders described.

Students should be able to handle this writing task confidently, since they completed a similar task in Book 2. Offering students the choice of passages lessens their anxiety. This assignment provides an opportunity to talk about Caesar’s and Vergil’s portrayals of foreign leaders — an activity more important than the writing process.

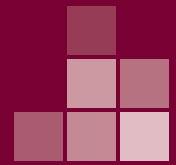
This is an appropriate time to encourage students to connect this tragedy to the Punic Wars and to Cleopatra’s role in the Battle of Actium.

In this summative assessment, my focus for the essay is on the following essential questions:

- What roles do the gods and fate play in human lives?
- How do good leaders deal with difficult situations?

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

- History and Memory
- Leadership



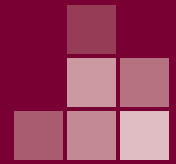
Essential Questions: ▼ How does our understanding of the past influence our future? ▼ What do leaders sacrifice in order to succeed?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Overall Comprehension	Instructional Activity: Presenting Glogster Books 6 Reports After translating the lines for Book 6, students present their Glogster-created Book 6 reports. One group reports on the important passages read in English, and the other group presents the parts read in Latin. Students may use Shmoop’s “The Aeneid” Book 6 summary.
Reading and Comprehending: Overall Comprehension	Formative Assessment: Ning Discussion Forum Students explore the symbolic descent of the hero into the underworld and the effects the experience has on the reader, as well as on Aeneas, by contributing to the Ning discussion forum as they translate Book 6. The class is divided into thirds. One group is assigned the question, <i>How does this descent define Aeneas as the ultimate pious hero?</i> This group can begin by defining <i>pietas</i> and then find the evidence, throughout Book 6, that demonstrates Aeneas’s religious devotion, patriotism, and commitment to family. The second group answers the more specific question, <i>How does this descent connect Aeneas to past heroes, and what is its probable effect on his future?</i> The third group answers the question, <i>What is Vergil’s likely purpose in reuniting Aeneas and Anchises?</i>
Reading and Comprehending: Overall Comprehension Translation: Vocabulary, Morphology, Grammar and Syntax Contextualization: Mythology and Legends Analysis of Texts: Analysis of Language and Style	Summative Assessment: Test The test on Book 6, lines 295–332, 384–425, 450–476, and 847–899, includes a multiple-choice passage on a sight passage; two or three translations of five to 10 lines; a spot or short-answer question on a scene in the underworld; and an essay question which asks students to analyze how Aeneas uses his understanding of the past to create his present and future.
Contextualization: Overall Comprehension	Instructional Activity: Presenting Glogster Book 8 Report Students present their Glogster-created Book 8 reports. One group reports on the important passages read in English, and the other group presents the parts read in Latin. The Glog should represent the Tiberinus scene, his sow prophecy, the Arcadian Hercules festival, the Hercules story, and Evander’s hospitality. Students may use Shmoop’s “The Aeneid” Book 8 summary as a reference tool.
Reading and Comprehending: Vocabulary, Syntax, Overall Comprehension Translation: Vocabulary, Grammar and Syntax	Formative Assessment: Sight Reading and Final Discussion After students have read Books 10 and 12 in English and Book 12, lines 938–952, as sight reading, they watch the ending of the film <i>Unforgiven</i> . Then they discuss whether killing Turnus was retribution that they consider justified or an act of uncontrolled <i>furor</i> .

This Ning discussion forum replicates what we do in class but provides more time for students to contribute and allows the conversation to continue and to be archived. I want students to interact with one another online without me and come to a group consensus about the significance of the descent to the underworld. Students can return to this activity, as needed, to review important themes and to practice using Latin citation to support their arguments.

In this summative assessment, my focus for the essay is on the essential question, How does our understanding of the past influence our future?

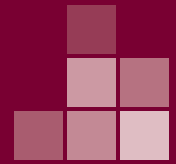
Students should be exposed to the final scene to appreciate the strengths and weaknesses of the imperfect hero Aeneas.



Essential Questions: ▼ How does our understanding of the past influence our future? ▼ What do leaders sacrifice in order to succeed?

Learning Objectives	Instructional Activities and Assessments
Contextualization: Overall Comprehension	<p>Instructional Activity: Glogster Book 12 Report</p> <p>Students present their Glogster-created Book 12 reports. The group reports on the important passages read in English. The Glogs should represent the sequence of events leading to Aeneas’s final battle with Turnus, including Amata’s death, Lavinia’s passive role, Juturna’s help for Turnus, and Jupiter’s halt of the gods’ involvement. Students may use Shmoop’s “The Aeneid” Book 12 summary as a reference tool.</p>
Contextualization: Overall Comprehension	<p>Summative Assessment: Final Video Project</p> <p>Immediately after the AP Exam, students launch their final video project. The project is announced at the beginning of the year so that they have the year to pick a scene and to start planning. The school video tech instructor gives a brief lesson on creating a good video <i>ab ovo ad mala</i> and assists students throughout the project. In groups of three to five, students write a script, act and direct, record, and edit a 5-minute video on an episode from <i>The Aeneid</i> or Caesar’s <i>de Bello Gallico</i>. Students retell their story using a selected genre, such as the western, crime drama, or martial arts. Other students and teachers are invited for their final presentation.</p>

Students gain valuable technical skills while collaborating on an original portrayal of an episode from the Aeneid. This project is a group effort, and the learning is self-directed. Students end the year with an enjoyable, memorable, but still challenging student-centered experience and leave with a product of which they can be proud. I use Final Cut Pro, but any video-editing program would produce similar results. As part of this summative assessment, students reflect, in their video project, on one of the essential questions posed throughout the course.



General Resources

- "The Aeneid." Shmoop. Accessed December 21, 2011. <http://www.shmoop.com/aeneid/>.
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Unit 1 Resources

No unit-specific resources.

Unit 2 Resources

No unit-specific resources.

Unit 3 Resources

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Unit 4 Resources

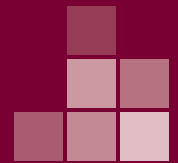
- The Eagle*. Directed by Kevin MacDonald. Universal City, CA: Focus Features, 2011. DVD.
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Unit 5 Resources

- Caesar and Cleopatra*. Originally broadcast as part of NBC's *Hallmark Hall of Fame* series. New York: NBC, 1976.
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- Patton*. Directed by Franklin J. Schaffner. 1970. Beverly Hills, CA: 20th Century Fox Home Entertainment, 2011. DVD.
- Raiders of the Lost Ark*, Special ed. Directed by Steven Spielberg. 1981. Hollywood: Paramount Home Entertainment, 2008. DVD.
- Troy Story*. Accessed December 21, 2011. YouTube. <http://www.youtube.com/watch?v=dkTXVFRBUpc>.



Unit 7 Resources

Francese, Chris. "Laocoon (Vergil, Aeneid 2. 199-227)." Dickinson College: Latin Poetry Podcast. Recitation. Double Twist Podcasts. Accessed December 12, 2011. http://podcasts.doubletwist.com/search/#q=Laocoon%20%28Vergil%2C%20Aeneid%202.%20199-227%29&start=0&top_offset=0&id=3eHDMroU6a. (Scroll down to select this episode from the list.)

The Odyssey. Directed by Andrei Konchalovsky. Originally broadcast as part of NBC's *Hallmark Hall of Fame* series. 1997. Los Angeles: Hallmark Home Entertainment, 2001. DVD.

Unit 8 Resources

No unit-specific resources.

Unit 9 Resources

Final Cut Pro X. Accessed December 21, 2011. <http://www.apple.com/finalcutpro/>.

Unforgiven. Directed by Clint Eastwood. 1992. Burbank, CA: Warner Home Video, 2002. DVD.