

**Southern Regional High School District  
Course of Study**

5440

Department: World Language \_\_\_\_\_ Course Number \_\_\_\_\_

**Course Title:**

**LATIN IV HONORS  
Written by Charles Speck  
Revised June 2008**

**Essential Questions of the Course:**

**How does Vergil's epic define and advance the Augustan Ideals?**

**How does art inspire action and duty and nobility?**

**Assessments:**

**Translation of specific sections**

**Oral presentations**

**Group discussions**

**Peer evaluations**

**Latin recitation of verse**

**Cloze activities**

**Student reaction papers**

**Student research papers**

**Grammar explanations**

**Vocabulary quizzes**

**Comparing and Contrasting**

**Trace themes**

**Use of images and imagery**

**Identifying Literary devices**

**Scansion**

## **Unit of Study 1**

**Unit Title: Predecessors of Virgil: THE EPIC**

### **Essential Questions of the Unit:**

**What do epics have in common?**

**What constitute epics?**

**How is every epic a story, but not every story an epic?**

### **Assessments:**

**Compare “Iliad”, “Odyssey”, and “Aeneid” vs “Paradise Lost”, or “Ulysses”**

**Defend “The Aeneid” as an epic**

**How “De Rerum Natura” is considered an epic?**

**Scansion of Dactylic Hexameter**

**Find examples of ‘elevated style’**

**Explain how “The Argonautica” is an epic.**

**Trace the influences which impacted Vergil.**

**Literature as societal mirror**

**Aeneas: A Roman Moses?**

**Content:**

**Review the story of the “Iliad”**

**View the story of the “Odyssey”**

**Purpose of the “Aeneid”**

**Defining an epic and epic characteristics**

**“Argonautica” and the Alexandrian Movement**

**Dactylic Hexameter and metrics**

**Scanning**

**Skills:**

**Comparing and contrasting**

**Analyzing**

**Classifying**

**Drawing inferences**

**Applying**

**Evaluating**

**Memorizing**

**Purpose / Rational of the unit:**

**Students understand that no work is autogenetic but is heir to what has gone before. Literature, like us, is a reflection of the past.**

## **New Jersey Core Curriculum Content Standards:**

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## **Time Frame of Unit:**

**Ten weeks**

### **Instructional Activities:**

- **Define an epic**
- **Versification of dactylic hexameter**
- **Introduction to scansion**
- **Roman literary devices**
- **Ennius**
- **Class Discussion**

### **Materials and Resources:**

- **“The Illiad & The Odyssey”**
- **Brooks Otis’ “Vergil: A Study in Civilized Poetry”**
  - **(Chapters 5-6)**
- **Joseph Campbell**

## **Unit of Study 2**

**Unit Title: AENEID BOOK I**

### **Essential Questions of the Unit:**

**What makes a person a leader?**

**Are their persistent characteristics independent of time or space?**

**Are we drawn by goodness of heart, soul, and mind? Why?**

### **Assessments:**

**Text rendering**

**Interpreting meanings**

**Identifying of literary devices**

**Outlining of BK I in English**

**Discussions of themes**

**Reading Latin text aloud with proper intonation**

**Peer editing**

**Portfolio of favorite texts**

**Presentations**

**Pro/con positions and defenses**

**Content:**

**Force of Pietas vs. Furor**

**Hera and the force of Furor**

**Aeneas symbol of Pietas**

**Concept of Pietas: why not cognate piety?**

**Force of Nature**

**Use of metaphor and simile**

**Another Homer?**

**Visual language: examples**

**Phonemes adding to meaning**

**Kingdom of Aeolus**

**Significance of Tanta molis erat.....**

**Recognition of vocab**

**Number of words used for single item (e.g., the sea)**

**How separating words can bring them closer together**

**Use of Literary devices**

**Neptune and Pietas**

**Various metaphors for pietas**

**Previous influences**

**Skills:**

**Understanding of Latin grammar and peculiarities of poetic grammar**

**Expressing a thought vs. specific words**

**Accuracy of expression**

**Sophistication of rendition**

**Looking for total meaning**

**Connection of text to theme of poem**

**Recognition of forces of pietas and furor**

**Sensitivity to the choice of words that Vergil uses**

**Why words are arranged in particular ways**

**Drawing inferences of what is intended**

**Interpreting**

**Purpose / Rational of the unit:**

**Sets theme for the rest of the poem**

**How is Vergil a hero?**

**Is there a national hero?**

**Is there a need for one?**

**Is patriotism alive and well?**

**How is Aeneas the quintessential Roman?**

**How is he a reflection of Augustus?**

**How does the Augustan Age find its meaning and support in this poem?**

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**Time Frame of Unit:        Ten weeks**

### **Instructional Activities:**

- **Graphic displays of decoding processes**
- **Separation of words**
- **All literary devices**
- **Vergilian Style**
- **Similarity and Dissimilarity to Homer**
- **Recognizing Furor and Pietas**
- **Tracing forces Book I**
- **Role of the gods**
- **Role of fate**
- **Discussion**
- **Presentation**
- **Lecture**
- **Defense**

### **Materials and Resources:**

- **“Aeneid” ..... D. Day Lewis**
- **“Aeneid” ...Robert Fitzgerald**

## **Unit of Study 3**

**Unit Title: BOOK IV**

### **Essential Questions of the Unit:**

**Is LOVE a positive thing automatically?**

**Can we love to excess; how?**

**Are we sympathetic to someone who goes to extremes?**

### **Assessments:**

**Oral recitation**

**Text highlighting**

**Text rendering**

**Comparison of renditions**

**Publishable vs. non publishable**

**Identification of Literary devices**

**Connections to other works**

**Dido as a cultural figure**

**Legal defense: Is there a marriage**

**Symbolic usage**

**Vocabulary quizzes**

**Cloze**

**Taking a position**

**Text summary: English and Latin**

**Content:**

**Symbols of flame and wound**

**Dido and Furor**

**Aeneas and Pietas**

**Roman marriage: cultural, legal**

**Similarity to Jason and Medea**

**Historical implications**

**Role of the gods**

**Zeus and the Fates**

**Scansion**

**Literary Devices**

**Skills:**

**Translating accurately**  
**Using sophisticated expression**  
**Interpreting intended meaning**  
**Comparing and Contrasting**  
**Cultural differences**  
**Taking positions with proofs**  
**Recognizing publishable renditions**  
**Arguing for/against**  
**Connecting to previous situations and learning**  
**Understanding Roman gravitas and pietas**  
**'Tantae molis....' of Bk I**  
**Sympathy/Empathy**

**Purpose / Rational of the unit:**

**To understand the power of emotion**  
**To recognize the role of duty**  
**Is an individual more important than the whole?**  
**Veritas est adequatio intellectus et rei.**  
**There are always two sides.**

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**Time Frame of Unit:**                      **Ten weeks**

### **Instructional Activities:**

- **Comparison of Dido to Medea**
- **Comparison of Aeneas with Jason**
- **Comparisons using Venn Diagrams**
- **Question of Marriage**
- **With whom does your sympathy lie?**
- **Images of Flame/Fire and Wound-trace through the book**
- **Furor and Pietas –trace through the book**
- **Involvement of the gods-Fate/Destiny**

### **Materials and Resources:**

**“Argonautica”**

**Essay by D.C. Feeney**

**Essay- “Dido’s Culpa”**

## **Unit of Study 4**

**Unit Title: BOOK VI**

### **Essential Questions of the Unit:**

**Is there a National identity?**

**Is there a National pride? Why or Why not?**

**Are there quintessential American qualities?**

**Does Vergil succeed in his mission to write a National Epic?**

### **Assessments:**

**Take a position**

**Interpretation**

**Application**

**Contemporary implications**

**Literary Devices**

**Philosophical interpretations**

**Subsequent influences**

**Explanations**

**Compare and contrast**

**Specific quizzes**

**Reports**

**Oral recitations in Latin**

**Content:**

**Vision of the Underworld**

**Mythology**

**Philosophic implications**

**Great sins**

**Tartarus vs Elysium**

**Reincarnation**

**Patriotism and history**

**Portal of False dreams**

**Marcellus figure**

**Clausen, Wendell, "An Interpretation of the Aeneid"**

**The Roman future**

**Comparison to the Odyssey**

**Optimism?**

**Comparison to end of BOOK XII**

**Skills:**

**Scansion**

**Literary devices**

**Philosophical understanding**

**Interpretation of meaning**

**Explanations**

**Comprehension**

**Symbolism and its meaning**

**Furor vs. Pietas**

**Summarizing**

**Purpose / Rational of the unit:**

**Feel a national purpose**

**Understand patriotic chauvinism**

**Is there a deeper truth beyond the apparent?**

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**Time Frame of Unit:**

**Ten weeks**

### **Instructional Activities:**

- **Life After Death-Reincarnation**
- **Pivotal Book, Why?**
- **Underworld-Otis' Diagram**
- **Meaning of the poem as a whole-success or failure?**
- **Discussion of pivotal sequence**
- **Why Marcellus?**
- **Bk. VII-very end of the poem**
- **Interaction**
- **Peer editing**
- **Word substitutions**
- **Scansion**
- **Recognition and Interpretation-use and effects of literary devices**
- **Ennius revisited**

### **Materials and Resources:**

**“Argonautica”**

**Essay by D.C. Feeney**

**Essay- “Dido’s Culpa”**