

**INCLUDES**

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

# AP® Latin

## COURSE AND EXAM DESCRIPTION

Effective  
Fall 2020



# AP® Latin

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## COURSE AND EXAM DESCRIPTION

Effective  
**Fall 2020**

**AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY**

Please visit AP Central ([apcentral.collegeboard.org](https://apcentral.collegeboard.org)) to determine whether a more recent course and exam description is available.

# About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [collegeboard.org](https://collegeboard.org).

## AP Equity and Access Policy

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 underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. 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.

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# About AP

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College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

## AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative

assessments—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

## Enrolling Students: Equity and Access

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. College Board also believes that all students should have access to academically challenging coursework 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.

## Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit [collegeboard.org/apcourseaudit](https://collegeboard.org/apcourseaudit) for more information to support the preparation and submission of materials for the AP Course Audit.

## How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on [apcentral.collegeboard.org](https://apcentral.collegeboard.org).

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the

free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

## Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A–, B+, B
3	Qualified	B–, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at [apstudent.org/creditpolicies](https://apstudent.org/creditpolicies).

## BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:**  
Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check [collegeboard.org/apreading](https://collegeboard.org/apreading) for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

## How to Apply

Visit [collegeboard.org/apreading](https://collegeboard.org/apreading) for eligibility requirements and to start the application process.

# AP Resources and Supports

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By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

## AP Classroom

**AP Classroom** is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.



### UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into readings, and provides tips on taking the AP Exam.



### PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.\*



### PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



### AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed in a variety of ways including by skills and author, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

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\* To report misuses, please call 877-274-6474 (International: +1-212-632-1781).

## Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to [My AP](#) and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

# Instructional Model

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Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.

## Plan



Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **unit guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit at a Glance** table to identify related skills that build toward increased abilities, and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.

## Teach



When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the Unit at a Glance pages in the **unit guides** to identify the required content.
- Integrate the content with appropriate skills, considering any necessary scaffolding.
- Employ any of the instructional strategies you have chosen.
- Use the teaching tips on the readings pages to bring a variety of resources and strategies into the classroom.

## Assess



Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

# About the AP Latin Course

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The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

## College Course Equivalent

AP Latin is approximately equivalent to an upper-intermediate (typically fourth- or fifth- semester) college or university Latin course.

## Prerequisites

There are no prerequisites; however, students are typically in their fourth year of high-school-level study

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**AP LATIN**

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# Course Framework



# Introduction

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*AP Latin is designed to provide advanced high school students with a rich and rigorous Latin course. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. Throughout the course, students develop their language skills through various activities: precise, literal translation of prepared poetry and prose; reading with comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples.*

The Latin language is also the best route to learning about the history, literature, and culture of the ancient Romans. To this end, students read carefully chosen texts. Vergil's *Aeneid*, arguably the most influential work of Latin literature, is both a model of Latin poetic style and a profound meditation on the meaning of Roman history and civilization. Caesar's *Gallic War*, for generations a standard school text, is still rightly admired both for its pure and straightforward Latinity and for its historical interest, as it engages with controversial issues of war and peace, empire, ethnicity, leadership, and the roles and purposes of historiography.

The AP Latin course is clearly consistent with the goal areas of the *Standards for Classical Language Learning*, paying explicit attention to developing

skills for reading, translating, and analyzing Latin texts. Students in AP Latin also learn to demonstrate contextual knowledge and to make connections to other disciplines as well as comparisons between Latin and English usages. Using Vergil and Caesar as a base, the course helps students reach beyond translation to read with critical, historical, and literary sensitivity. This is an ambitious goal, but it is hoped that when exposed to the characteristic method of classical philology, with its rigorous attention to linguistic detail coupled with critical interpretation and analysis, students will be able to apply the skills they acquire in this course to many areas of learning and professional pursuits.

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# Course Framework Components

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## Course Skills

The AP Latin course provides skills that describe what a student should be able to do while exploring course concepts. These skills form the basis of tasks on the AP Exam. Students should be able to apply these skills in a variety of contexts. Each skill category is composed of a series of skills that recur and are practiced throughout the course.

The table that follows presents the skill categories, along with their related skills, that students should develop during the AP Latin course. Teachers can use their professional judgment to sequence, spiral, and scaffold them appropriately for students.



# Course Skills

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	
<b>Reading and Comprehension 1</b> Read and comprehend Latin poetry and prose.	<b>Translation 2</b> Translate Latin texts into English.  Read and comprehend Latin poetry and prose.	<b>Contextualization 3</b> Relate Latin texts to Roman historical, cultural, and literary contexts.	<b>Textual Analysis 4</b> Analyze linguistic and literary features of Latin texts.	<b>Argumentation 5</b> Develop an argument that analyzes Latin poetry and/or prose.	
<b>SKILLS</b>					
<b>1.A</b> Demonstrate knowledge of Latin vocabulary.  <b>1.B</b> Explain the meaning of Latin words and phrases in context.  <b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures.  <b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.  <b>1.E</b> Scan dactylic hexameter in Latin poetry.  <b>1.F</b> Read Latin poetry and prose aloud with attention to linguistic and artistic qualities. (not assessed on Exam)	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.  <b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English.  <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.  <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	<b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.  <b>3.B</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.  <b>3.C</b> Relate Roman cultural products in Latin texts to perspectives of Roman culture.  <b>3.D</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.  <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.	<b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts.  <b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.	<b>5.A</b> Articulate a defensible claim or thesis.  <b>5.B</b> Support the argument using relevant evidence from Latin texts and readings in English.  <b>5.C</b> Use accurate, specific, and relevant references to Latin texts.  <b>5.D</b> Use reasoning to draw conclusions and make inferences based on textual features.  <b>5.E</b> Use contextual knowledge and references to support the analysis.	<b>5.F</b> Use contextual knowledge of authors or literary conventions to demonstrate understanding of Latin texts.  <b>1.G</b> Identify stylistic features in Latin poetry and prose.  <b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts.  <b>1.I</b> Demonstrate overall comprehension of passages in Latin texts.

## ACHIEVEMENT LEVEL DESCRIPTIONS

The preceding skills are developed throughout the course as students read through the required syllabus passages and sight-reading passages chosen by the teacher. The degree to which student performance meets learning objectives in each skill category is articulated in the Achievement Level Descriptions, which define how well students at each level perform. See the section entitled “AP Latin Achievement Level Descriptions” on p. 109.

## Course Content

The framework specifies what students must know, be able to do, and understand, with a focus on seven themes:

**Theme 1:** Literary Style and Genre (LIT)

**Theme 2:** Roman Values (RMV)

**Theme 3:** War and Empire (WAE)

**Theme 4:** Leadership (LDR)

**Theme 5:** Views of Non-Romans (VNR)

**Theme 6:** History and Memory (HIS)

**Theme 7:** Human Beings and the Gods (HBG)

These themes are neither prescriptive nor required but are rather meant to promote an integration of language, course content, and culture and provide connections that enrich student understanding. Revisiting the themes in a variety of contexts and content allows students to develop deeper conceptual and cultural knowledge of Roman civilization. The course also encourages instruction that prepares students for intermediate and advanced study of classical literature at the college level and ensures that students are exposed to both poetry and prose authors.

## UNITS

The course content is organized into eight units that align with the required syllabus readings for the *Aeneid* and the *Gallic War*. The units are arranged so that students are exposed to each author several times throughout the year. The content includes the required Latin syllabus. In addition, selected books of the works should be read in English.

The eight units are:

Unit 1: Vergil, *Aeneid*, Book 1

Unit 2: Caesar, *Gallic War*, Books 1 and 6

Unit 3: Vergil, *Aeneid*, Book 2

Unit 4: Caesar, *Gallic War*, Book 4

Unit 5: Vergil, *Aeneid*, Book 4

Unit 6: Caesar, *Gallic War*, Book 5 Part I

Unit 7: Caesar, *Gallic War*, Book 5 Part II, Book 6, and Book 7

Unit 8: Vergil, *Aeneid*, Books 6, 8, and 12

The organization of the Unit Guides gives students and teachers the opportunity to alternate between Vergil and Caesar in order to develop an ease in switching between authors and genres. Other approaches such as starting with Caesar or doing all of one author at once are also viable; examples of these other approaches can be found in the Course Planning and Pacing Guides at AP Central. Choosing the integrated approach of the Unit Guides, however, ensures that students will have solid experience with both authors throughout the course, regardless of the trajectory of the school year.

Pacing recommendations at the unit level and in the Course at a Glance provide suggestions for how you can teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid in your planning, you are free to adjust the pacing based on the needs of your students, alternate schedules (e.g., block scheduling), or your school’s academic calendar.

## READINGS

Each unit is broken down into teachable segments called readings. Visit the readings pages (starting on page 30) to see the suggested lines, books, and chapters for each reading and provided suggestions for instructional focus.

NOTE: The required readings for this course and its exam sometimes present difficult human issues and situations that may be challenging for some students. Teachers should prepare, guide, and support their students as they engage with these texts.

# Spiraling the Themes

The following table shows how the themes spiral across units by showing the units in which each theme is highlighted.

Themes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
 <b>LIT</b>	Vergil, <i>Aeneid</i> , Book 1	Caesar, <i>Gallic War</i> , Books 1 and 6	Vergil, <i>Aeneid</i> , Book 2	Caesar, <i>Gallic War</i> , Book 4	Vergil, <i>Aeneid</i> , Book 4	Caesar, <i>Gallic War</i> , Book 5 Part I	Caesar, <i>Gallic War</i> , Book 5 Part II, Book 6, and Book 7	Vergil, <i>Aeneid</i> , Books 6, 8, and 12 and Book 7
<b>Literary Style and Genre LIT</b>								
<b>Roman Values RMV</b>								
<b>War and Empire WAE</b>								
<b>Leadership LDR</b>								
<b>Views of Non-Romans VNR</b>								
<b>History and Memory HIS</b>								
<b>Human Beings and the Gods HBG</b>								

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# Course at a Glance

## Plan

The course at a glance provides a useful visual organization of the AP Latin curricular components, including:

- Sequence of units, along with suggested pacing.  
Please note, pacing is based on 45-minute class periods, meeting five days each week.
- Spiraling of the themes and course skills across units.

## Teach

### SKILLS CATEGORIES

*Skill categories are scaffolded and spiraled throughout the course.*

<b>1</b> Reading and Comprehension	<b>3</b> Contextualization
<b>2</b> Translation	<b>4</b> Textual Analysis
	<b>5</b> Argumentation

### THEMES

*Themes spiral across units.*

<b>LIT</b> Literary Style and Genre	<b>VNR</b> Views of Non-Romans
<b>RMV</b> Roman Values	<b>HIS</b> History and Memory
<b>WAE</b> War and Empire	<b>HBG</b> Human Beings and the Gods
<b>LDR</b> Leadership	

## Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

**UNIT  
1**

Vergil, *Aeneid*, Book 1

**~22–24** Class Periods

**LIT** *Literary Style and Genre*

**LDR** *Leadership*

**HBG** *Human Beings and the Gods*

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

[Lines 1–209](#)

[Lines 418–440](#)

[Lines 494–578](#)

[Students read Book 1 in English.](#)

**UNIT  
2**

Caesar, *Gallic War*, Books 1 and 6

**~21–23** Class Periods

**RMV** *Roman Values*

**LDR** *Leadership*

**VNR** *Views of Non-Romans*

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

[Book 1, Chapters 1–7](#)

[Book 6, Chapters 13–20](#)

[Students read Book 1 in English.](#)

### Personal Progress Check 1

Multiple-choice: ~20 questions

Free-response: 3 questions

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

### Personal Progress Check 2

Multiple-choice: ~15 questions

Free-response: 3 questions

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

*continued on next page*

**UNIT  
3****Vergil, Aeneid,  
Book 2****~12–13 Class Periods****WAE War and Empire****HIS History and Memory****HBG Human Beings and the Gods**

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

**Lines 40–56****Lines 201–249****Lines 268–297****Lines 559–620****Students read Book 2 in English.****UNIT  
4****Caesar,  
Gallic War,  
Book 4****~11–12 Class Periods****LDR Leadership****WAE War and Empire****VNR Views of Non-Romans**

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

**Book 4, Chapters 24–35,  
and first sentence of  
Chapter 36****UNIT  
5****Vergil, Aeneid,  
Book 4****~12–13 Class Periods****LIT Literary Style and Genre****RMV Roman Values****VNR Views of Non-Romans**

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

**Lines 160–218****Lines 259–361****Lines 659–705****Students read Book 4 in English.****Personal Progress Check 3****Multiple-choice: ~15 questions****Free-response: 3 questions**

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

**Personal Progress Check 4****Multiple-choice: ~15 questions****Free-response: 3 questions**

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

**Personal Progress Check 5****Multiple-choice: ~15 questions****Free-response: 3 questions**

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

*continued on next page*

**UNIT  
6****Caesar,  
*Gallic War*,  
Book 5 Part I****~12–13** Class Periods**LIT** *Literary Style and Genre***RMV** *Roman Values***LDR** *Leadership*

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

**Book 5, Chapters 24–37****UNIT  
7****Caesar, *Gallic War*, Book 5  
Part II, Book 6,  
and Book 7****~12–13** Class Periods**WAE** *War and Empire***LDR** *Leadership***HIS** *History and Memory*

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

**Book 5, Chapters 38–48****Students read Books 6 and 7 in English.****UNIT  
8****Vergil, *Aeneid*,  
Books 6, 8,  
and 12****~12–13** Class Periods**LIT** *Literary Style and Genre***HIS** *History and Memory***HBG** *Human Beings and the Gods*

<b>1</b>	Reading and Comprehension
<b>2</b>	Translation
<b>3</b>	Contextualization
<b>4</b>	Textual Analysis
<b>5</b>	Argumentation

**Book 6, lines 295–332****Book 6, lines 384–425****Book 6, lines 450–476****Book 6, lines 847–899****Students read Books 6, 8, and 12 in English.****Personal Progress Check 6**

Multiple-choice: ~20 questions

Free-response: 3 questions

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

**Personal Progress Check 7**

Multiple-choice: ~25 questions

Free-response: 3 questions

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

**Personal Progress Check 8**

Multiple-choice: ~20 questions

Free-response: 3 questions

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

**AP LATIN**

# Unit Guides

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## Introduction

This course takes the required readings by Vergil and Caesar and organizes them into eight units. Each unit is connected to recommended themes, which creates an interesting, meaningful context in which to explore a variety of language and cultural concepts.

The unit guides offer teachers helpful guidance in building students' skills and knowledge through reading, translating, and analyzing Latin poetry and prose.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

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# Using the Unit Guides

The screenshot shows the 'Vergil, Aeneid, Book 1' unit guide. At the top, it says 'UNIT 1 -22-24 CLASS PERIODS'. Below that is the title 'Vergil, Aeneid, BOOK 1'. To the left is a sidebar with 'THEMES' (Literary Style and Genre, Leadership), 'ESSENTIAL QUESTIONS' (What makes the Aeneid an epic?, What expectations should we have of the main character? Is this story an epic?, What are we to think of epic characters, especially heroes, from the way they are introduced?, How might it affect Aeneas to talk to someone he suspects is a goddess only to realize too late that it is his own mother?, Why do we learn about Roman expectations of women from meeting Dido?), and 'AP Latin Course and Exam Description' at the bottom.

**Developing Understanding**  
Unit 1 sets the stage of the Aeneid as it introduces Vergil's portraiture of leadership and of the role of the gods and other peoples in the trials of the Trojans. The passages come from Book 1, which opens with the invocation of the Muses and the revelation of Juno's anger over and interference in Aeneas's journey. We see the honor paid to Juno by gods and mortals and view the interactions of other gods through a scene with Neptune and the winds of Aeolus. The lines in this book focus on the emotionalized actions of Aeneas in a time of crisis; we also see the introduction of the divine voices in the strange city of Troy. Finally, we see the lasting strength of Dido's reception of the strangers over time. In a chapter of Book 1 in English, teachers can help students explore how the past is represented and how the gods in epic poetry are presented as influencing mortal thoughts, emotions, and lives.

**Building Course Skills**  
Students will focus on reviewing and building on the vocabulary they have brought from previous years of Latin study, on reviewing and solidifying their use of symbols, their ability to accurately comprehend Latin texts, and on reviewing and practicing the terminology used to identify grammatical forms and syntactic structures. One means of achieving these goals is frequent literal translation of syllabic passages from the beginning of the year. Students will also begin to explore the contextualization, analytical, and argumentative skills necessary for success in the course. Potential topics for contextual discussion in Unit 1 include the required readings, cultural products to perspectives of Roman culture and how knowledge of mythology and legends aids in understanding Latin texts.

**Preparing for the AP Exam**  
To prepare for the multiple-choice section of the exam, students will need to focus on expanding their ability to read Latin texts by translating them into English, reading high-frequency words and isolated phrases, and will need to develop skills in comprehending texts via contextual clues. Practicing the literal translation required for Question 1 will aid them in transferring knowledge of morphology and syntax to other parts of the exam. Students should also work on scanning and the application of literary terminology. That practice, together with practice in contextualization, analysis of context, and formation of arguments, will help them prepare for Question 3.

Course Framework V.1 | 27

The screenshot shows the 'UNIT AT A GLANCE' page for Vergil, Aeneid, Book 1. It starts with a heading 'UNIT AT A GLANCE' with an arrow pointing from the previous page. Below it is a section titled 'Required Reading' with a list of lines: Lines 1–209, Lines 418–440, Lines 494–578, and 'Students read Book 1 in English.' There is a table titled 'Required Skill Categories' with 'Required Skills' listed under each category: 1: Reading and Comprehension, 2: Translation, 3: Contextualization, 4: Textual Analysis, and 5: Argumentation. At the bottom, it says 'AP Latin Course and Exam Description'.

## UNIT OPENERS

**Developing Understanding** provides an overview that contextualizes and situates the key content of the unit within the scope of the course.

The **themes** provide suggested ways to explore the readings and develop understanding as they spiral throughout the course. The **essential questions** are thought-provoking questions that motivate students, inspire inquiry, and help design instruction.

**Building Course Skills** describes specific aspects of the practices that are appropriate to focus on in that unit.

**Preparing for the AP Exam** provides helpful tips and common student misunderstandings identified from prior exam data.

## UNIT AT A GLANCE

The **Unit at a Glance** pages show the required readings, skill categories, and skills for that unit, while the facing page provides **suggested pairings** for teaching content and skills.

The screenshot shows the 'SUGGESTED PAIRINGS' page for Vergil, Aeneid, Book 1. It has a table with 'Reading' and 'Skills' columns. The 'Reading' column lists line ranges: Lines 1–49, Lines 50–91, Lines 92–156, Lines 157–209, Lines 418–440, Lines 494–578, and 'Go to AP Classroom to assign the Personal Progress Check for Unit 1.' The 'Skills' column lists various AP Learning Objectives (LOs) for each reading range. At the bottom, it says 'AP Latin Course and Exam Description'.

# Using the Unit Guides

**UNIT 1**

Vergil, *Aeneid*, BOOK 1

## Reading: Lines 1–49

Skill Category	Skill	Learning Objective
2: Translation	2.A: Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	2.A.i: Create rendering in English that reflects an appropriate rendering of the parts of speech of the Latin words. 2.A.ii: Create rendering in English that reflects the parts of speech of the Latin words.
3: Contextualization	3.F: Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.	3.F.i: Identify characteristics of literary genres (e.g., epic, commentary) in the Latin texts. 3.F.ii: Identify literary conventions (e.g., invocation of the Muse, address to the troops, characterization) in the Latin texts. 3.F.iii: Explain characteristics of literary genres as relevant to the understanding of the Latin texts. 3.F.iv: Explain literary conventions as relevant to the understanding of the Latin texts. 3.F.v: Explain an author's circumstances, background, and life as relevant to the understanding of the Latin texts.
5: Argumentation	5.A: Articulate a defensible claim or thesis.	N/A

**TEACHER TALK**

Lines 1–49 of Book 1 introduce students to epic poetry, thereby creating the ideal opportunity to establish some general contextual characteristics of this literary genre and writing conventions, such as Vergil's invocation of the Muse and his use of dactylic hexameter, as well as how they relate allusions to Homer's poems in order to enhance the beginning of his poem. These lines can provide students with some sample questions about the content so that they can begin to work on writing a thesis statement and select claims from the text to use as evidence to support their thesis. This work helps prepare students from the beginning for the essay task. Encouraging students to read aloud starting with this first unit helps them build confidence with this skill throughout the year. Finally, focusing on literal translation of the text's initial lines ensures that students use essential vocabulary to support both contextualization and literary analysis.

## READINGS PAGES

**Learning Objectives** define what a student should know and be able to do to succeed in the course. These objectives outline expectations of student abilities across the skills of the course.

**Teacher Talk** provides helpful ideas and suggestions for planning instruction for each group of readings.

## AP LATIN

# UNIT 1

# Vergil, *Aeneid*, BOOK 1



**~22–24**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

### **Personal Progress Check 1**

**Multiple-choice: ~20 questions**

**Free-response: 3 questions**

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

# Vergil, *Aeneid*, BOOK 1



## Developing Understanding

### THEMES

Literary Style and

Genre **LIT**

Leadership **LDR**

Human Beings and

the Gods **HBG**

### ESSENTIAL QUESTIONS

- What makes the *Aeneid* an epic?
- What expectations should we have of the narrative given that the story is an epic?
- What are we to think of epic characters, especially heroes, from the way they are introduced?
- How might it affect Aeneas to talk to someone he suspects is a goddess only to realize too late that it is his own mother?
- What do we learn about Roman expectations of women from meeting Dido?

Unit 1 sets the stage of the *Aeneid* as it introduces Vergil's portrayal of leadership and of the role of the gods and other peoples in the trials of the Trojans. The passages come from Book 1, which opens with the invocation of the Muse and the revelation of Juno's anger over and interference in Aeneas's journey. We see the honor paid to Juno by gods and mortals and view the interactions of other gods through a scene with Neptune and the winds of Aeolus. The lines in this book focus on the emotion-filled actions of Aeneas in a time of crisis; we also see Aeneas's wonderment as he arrives at the young city of Carthage. Finally, we consider the kindly strength of Dido's reception of the strangers in her land. By reading all of Book 1 in English, teachers can help students explore how the past is remembered and how the gods in epic poetry are presented as influencing mortal thoughts, emotions, and lives.

## Building Course Skills

Students will focus on reviewing and building on the vocabulary they have brought from previous years of Latin study, on reviewing and solidifying their knowledge of syntax in the service of accurately comprehending Latin texts, and on reviewing and practicing the terminology used to identify grammatical forms and syntactic structures. One means of achieving these goals is frequent literal translation of syllabus passages from the beginning of the year.

Students will also begin to explore the contextualization, analytical, and argumentative skills necessary for success in the course. Potential topics for contextual discussion in Unit 1 include the relation of Roman cultural products to perspectives of Roman culture and how knowledge of mythology and legends aids in understanding Latin texts.

## Preparing for the AP Exam

To prepare for the multiple-choice section of the exam, students will need to focus on expanding their ability to read Latin texts by going beyond merely recognizing high-frequency words and isolated phrases; they will need to develop skills in comprehending texts via contextual clues. Practicing the literal translation required for Question 1 will aid them in transferring knowledge of morphology and syntax to other parts of the exam. Students should also work on scansion and the application of literary terminology. That practice, together with practice in contextualization, analysis of content, and formation of arguments, will help them prepare for Question 3.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### Vergil, *Aeneid*, Book 1

- Lines 1–209
- Lines 418–440
- Lines 494–578
- Students read Book 1 in English.

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.A</b> Demonstrate knowledge of Latin vocabulary. <b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>1.E</b> Scan dactylic hexameter in Latin poetry. <b>1.G</b> Identify stylistic features in Latin poetry and prose.
<b>2: Translation</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English. <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. <b>2.D</b> Demonstrate understanding of differences between Latin and English usage when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.C</b> Relate Roman cultural products in Latin texts to perspectives of Roman culture. <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts. <b>3.F</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.
<b>4: Textual Analysis</b>	<b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
<b>5: Argumentation</b>	<b>5.A</b> Articulate a defensible claim or thesis. <b>5.B</b> Support the argument using relevant evidence from Latin texts and readings in English.

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on the Latin readings for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the AP Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

## Suggested Pairings

Reading	Skills
<b>Lines 1–49</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>3.F</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts. <b>5.A</b> Articulate a defensible claim or thesis.
<b>Lines 50–91</b>	<b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English. <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.
<b>Lines 92–156</b>	<b>1.G</b> Identify stylistic features in Latin poetry and prose. <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.
<b>Lines 157–209</b>	<b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English. <b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture. <b>1.A</b> Demonstrate knowledge of Latin vocabulary.
<b>Lines 418–440</b>	<b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>3.C</b> Relate Roman cultural products in Latin texts to perspectives of Roman culture.
<b>Lines 494–578</b>	<b>1.E</b> Scan dactylic hexameter in Latin poetry. <b>5.B</b> Support the argument using relevant evidence from Latin texts and readings in English.

 Go to [AP Classroom](#) to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.

# Reading: Lines 1–49

Skill Category	Skill	Learning Objective
<b>2: Translation</b>	<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	<b>2.A.i:</b> Create rendering in English that reflects an appropriate meaning of the Latin words. <b>2.A.ii:</b> Create rendering in English that reflects the parts of speech of the Latin words.
<b>3: Contextualization</b>	<b>3.F:</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.	<b>3.F.i:</b> Identify characteristics of literary genres (e.g., epic, <i>commentarii</i> ) in the Latin texts. <b>3.F.ii:</b> Identify literary conventions (e.g., invocation of the Muse, address to the troops, characterization) in the Latin texts. <b>3.F.iii:</b> Explain characteristics of literary genres as relevant to the understanding of the Latin texts. <b>3.F.iv:</b> Explain literary conventions as relevant to the understanding of the Latin texts. <b>3.F.v:</b> Explain an author's circumstances, background, and life as relevant to the understanding of the Latin texts.
<b>5: Argumentation</b>	<b>5.A:</b> Articulate a defensible claim or thesis.	N/A



## TEACHER TALK

Lines 1–49 of Book 1 introduce students to epic poetry, thereby creating the ideal opportunity to establish some general contextual characteristics of this literary genre and writing conventions, such as Vergil's invocation of the Muse and his use of dactylic hexameter, as well as how the author uses allusions to Homer's epics in order to enhance the beginning of his story. These lines also provide students with some sample questions about the content so that they can begin to work on writing a thesis statement and select claims from the text to use as evidence to support their thesis. This work helps prepare students from the beginning for the essay task. Encouraging students to read aloud starting with this first unit helps them build confidence with this skill throughout the year. Finally, focusing on literal translation of the text's initial lines ensures that students use essential vocabulary to support both contextualization and literary analysis.

# Reading: Lines 50–91

Skill Category	Skill	Learning Objective
<b>2: Translation</b>	<b>2.B:</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English.	<b>2.B.i:</b> Create rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs).
<b>3: Contextualization</b>	<b>3.E:</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.	<b>3.E.i:</b> Identify elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.E.ii:</b> Explain mythology and legends as relevant to the Latin texts. <b>3.E.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to mythology and legends.



## TEACHER TALK

Now that students have had some time to start refamiliarizing themselves with important Latin vocabulary and have begun to articulate the meaning of that vocabulary in context, it is a good idea to add in a review of morphology, emphasizing its importance in literal translations. Among the many elements of discussion to include for lines 50–91 are the way Juno's "historical" sources of anger are revealed through a clever scene between a patron and her client in her visit to Aeolus. How do these power dynamics within the divine sphere affect the mortals in the story, and how does a scene of Roman politics work in a world of sea gods and nymphs? There are many complex images within Vergil's description of the storm, and students will likely need help stepping back from the Latin, both here and in the next reading, in order to see the scene clearly.

# Reading: Lines 92–156

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.G:</b> Identify stylistic features in Latin poetry and prose.	<b>1.G.i:</b> Identify rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts.
<b>2:</b> Translation	<b>2.C:</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.	<b>2.C.i:</b> Create rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns and their antecedents, subordinate clauses). <b>2.C.ii:</b> Create rendering in English that reflects the relationships between clauses.



## TEACHER TALK

Lines 92–156 present a nice chance to begin working more closely with students to help them demonstrate knowledge of Latin grammar and syntax as they translate. These efforts will not only help students hone the accuracy of their textual understanding but also aid them in preparation for multiple-choice and short-answer questions on the AP Exam. With the first appearance of Aeneas, the description of the storm, and the intervention of Neptune, there are many opportunities in this section to work on Vergil's use of stylistic features. Think too about how to start the conversation about portrayals of leadership in the epic: for example, both Aeneas's emotional reaction and Neptune's suppressed anger offer opportunities for contrasts with how leadership is often defined today. Ask students to consider Aeolus's reaction to the message from Neptune that his returning winds carry for him. Where is Juno now?

# Reading: Lines 157–209

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.A:</b> Demonstrate knowledge of Latin vocabulary.	<b>1.A.i:</b> Define Latin words and idioms. <b>1.A.ii:</b> Distinguish between easily confused Latin words (e.g., <i>vir/vis</i> , <i>mos/mora</i> ). <b>1.A.iii:</b> Indicate understanding that more than one Latin word may be appropriately translated by the same English word (e.g., <i>mare</i> , <i>aequor</i> , <i>fluctus</i> as “sea”). <b>1.A.iv:</b> Indicate understanding that one Latin word may be appropriately translated by more than one English word (e.g., <i>vir</i> as “man,” “hero,” “husband”).
<b>2: Translation</b>	<b>2.D:</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	<b>2.D.i:</b> Create rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives).
<b>4: Textual Analysis</b>	<b>4.B:</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.	<b>4.B.i:</b> Analyze the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the <i>signa</i> ; cultural practices such as military techniques; cultural perspectives such as <i>virtus</i> , <i>dignitas</i> , <i>pietas</i> , <i>auctoritas</i> ).



## TEACHER TALK

The lines in this reading provide more opportunities to discuss Vergil’s portrayal of nature. Students should know why these descriptions would touch a Roman reader; some students may not understand the importance of the natural world to Vergil and his contemporaries. This discussion could extend to how the ancients would build a fire or make bread and to the fact that Vergil is presenting a rugged scene even within those ancient procedural expectations. The elements of sailing and hunting present another important opportunity to work with students on Latin vocabulary. The uniqueness of the scenes described, and the likelihood of modern students being unfamiliar with many of the skills displayed, make it especially important to help them clarify the differences between Latin and English usage as they translate. Can they step back from the passage and articulate overall understanding of what they have read? Finally, ask them to consider how Aeneas’s suppression of his emotions in his pep talk to his men develops our view of him as a leader.

# Reading: Lines 418–440

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.C:</b> Use specific terminology to identify grammatical forms and syntactic structures.	<b>1.C.i:</b> Identify grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs—see terminology list). <b>1.C.ii:</b> Identify syntactic structures (e.g., indirect statement—see terminology list).
<b>3:</b> Contextualization	<b>3.C:</b> Relate Roman cultural products in the Latin texts to perspectives of Roman culture.	<b>3.C.i:</b> Identify Roman cultural products (e.g., <i>fasces</i> , <i>Penates</i> , <i>legio</i> ) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.C.ii:</b> Explain the significance of Roman cultural products as relevant to the Latin texts. <b>3.C.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural products.



## TEACHER TALK

Because students also read Book 1 in translation during this unit, teachers have an opportunity to bring up the longing for lost friends Vergil portrays in the dining scene with Aeneas and his men. Have the students lost contact with old friends? Have their parents or relatives reminisced about the “olden days” in a similar fashion? What are we to make of Venus’s efforts on behalf of her son? While her focus on the fame of her family might strengthen the distance between gods and mortals, what of the other mothers encountered in Roman history? Perhaps an ancient Roman would see her manipulations as a manifestation of genuine caring. Students should also consider how Jupiter’s prophecy works to reassure Vergil’s readers that troubling times are part of a greater plan. As students return to the Latin with lines 418–440, they should explore the city-building and temple’s depictions as “historical” rather than mythological scenes for those viewing them, because history appears in many layers within Vergil’s writing. The grammatical complexity of the bee simile can be alleviated by working with students to provide specific terminology for the grammatical and syntactical structures in the passage.

# Reading: Lines 494–578

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.E:</b> Scan dactylic hexameter in Latin poetry.	<b>1.E.i:</b> Identify the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision). <b>1.E.ii:</b> Mark scansion of dactylic hexameter. <b>1.E.iii:</b> Determine vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words).
<b>5: Argumentation</b>	<b>5.B:</b> Support the argument using relevant evidence from Latin texts and readings in English.	N/A



## TEACHER TALK

The short section of English between lines 440 and 494 of the Latin help students see Aeneas's sense of relief that his people have not been forgotten—even as he completely misses the hostility toward his people in the portrayal. Lines 494–578 turn, with the introduction of Dido, to another simile for which the students may need scaffolding. How does her portrayal conform to and challenge women's roles in antiquity? What do her historical references lend to the tale? Can students see the elements of proper hospitality and good leadership in Ilioneus's speech and Dido's response? Though Aeneas appears after the Latin passage concludes, a teacher could use the next section as a chance to model sight reading for students. Teachers can work again with students on dactylic hexameter, leaving time to work on the next step in essay writing and perhaps using the passages read in English to help students support their argument with relevant evidence before practicing the same skill in Latin. The English readings show gods meddling in the lives of mortals and promise a long look at history and memory with Dido's desire to hear Aeneas's story.

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## AP LATIN

# UNIT 2

# Caesar, *Gallic War*, BOOKS 1 AND 6



**~21–23**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

### **Personal Progress Check 2**

**Multiple-choice: ~15 questions**

**Free-response: 3 questions**

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

# Caesar, *Gallic War*, BOOKS 1 AND 6

**THEMES****Roman Values** RMV**Leadership** LDR**Views of****Non-Romans** VNR**ESSENTIAL  
QUESTIONS**

- How does Caesar frame the Romans' first impressions of the Gauls?
- What aspects of leadership does Caesar portray in his writing?
- What other information about the war or Caesar's decisions do we wish we had?
- How in Book 1 does Caesar justify the war to the Roman people? To the Roman Senate?
- Why would Caesar include stories about other cultures in Book 6, and how do you think he learned what he is saying?

## Developing Understanding

Unit 2 helps set the stage of the *Gallic War* as it introduces Caesar's subtle portrayal of non-Romans in contrast to his native representation of Roman values. The Latin text is taken from Books 1 and 6 of Caesar's commentaries, as he classified his account of the war. Book 1 describes the geographical situation of the Gauls; the machinations, betrayal, and death of Orgetorix; and both the request of the Helvetii and Caesar's reaction to their request. The chapters from Book 6 include an ethnographic look at the social orders consisting of Druids and knights, a syncretistic view of the Gallic pantheon, a peek at Gallic marriage, and a meaningful glance at the Gauls' rules about gossip concerning the state. By reading all of Book 1 in English, students can explore how Caesar portrays his own leadership and that of others as well as the full scope of the campaign against the Helvetii in 58 BC.

## Building Course Skills

Students will continue building on the skills from the previous unit, this time with an emphasis on students' ability to demonstrate knowledge of Latin vocabulary, explain the meaning of Latin words and phrases in context, and demonstrate knowledge of Latin morphology when translating Latin texts into English. Again, frequent literal translation of syllabus passages is a key practice for students to employ, but students should also be given practice articulating a defensible claim of a thesis. Potential topics for contextual discussion in Unit 2 include how knowledge of influential people and key historical events aids in understanding texts and how, in turn, knowledge of Roman political ideas furthers understanding of Roman culture in Latin texts.

## Preparing for the AP Exam

To prepare for the sight-reading questions in the multiple-choice section, students should focus on expanding their ability to distinguish between easily confused words and on choosing contextually appropriate meanings for Latin vocabulary. Students work on literal translation helps them demonstrate understanding of individual grammatical constructions within sentences and helps them use the appropriate English constructions and idioms to reflect the Latin. This translation practice will help prepare them for Question 2 on the exam. To prepare students for Question 3, teachers can work with students to appropriately apply contextual knowledge, improve their overall understanding of Latin passages, and strengthen their analysis of texts.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### **Caesar, *Gallic War*, BOOKS 1 AND 6**

- Book 1, Chapters 1–7
- Book 6, Chapters 13–20
- Students read Book 1 in English.

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.A</b> Demonstrate knowledge of Latin vocabulary. <b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>1.I</b> Demonstrate overall comprehension of passages in Latin texts.
<b>2: Translation</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English. <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts. <b>3.D</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.
<b>4: Textual Analysis</b>	<b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
<b>5: Argumentation</b>	<b>5.A</b> Articulate a defensible claim or thesis. <b>5.B</b> Support the argument using relevant evidence from Latin texts and readings in English. <b>5.C</b> Use accurate, specific, and relevant references to Latin texts.

## Caesar, *Gallic War*, BOOKS 1 AND 6

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on each Latin reading for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the AP Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

### Suggested Pairings

Reading	Skills
<b>Book 1, Chapters 1–3</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts. <b>5.A</b> Articulate a defensible claim or thesis.
<b>Book 1, Chapters 4–7</b>	<b>1.A</b> Demonstrate knowledge of Latin vocabulary. <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English. <b>5.C</b> Use accurate, specific, and relevant references to Latin texts.
<b>Book 6, Chapters 13–15</b>	<b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English. <b>3.D</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.
<b>Book 6, Chapters 16–18</b>	<b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
<b>Book 6, Chapters 19–20</b>	<b>1.I</b> Demonstrate overall comprehension of passages in Latin texts. <b>5.B</b> Support the argument using relevant evidence from Latin texts and readings in English.



Go to [AP Classroom](#) to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings.

# Reading: Book 1, Chapters 1–3

Skill Category	Skill	Learning Objective
<b>2: Translation</b>	<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	<b>2.A.i:</b> Create rendering in English that reflects an appropriate meaning of the Latin words. <b>2.A.ii:</b> Create rendering in English that reflects the parts of speech of the Latin words.
<b>3: Contextualization</b>	<b>3.A:</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.	<b>3.A.i:</b> Identify influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.A.ii:</b> Explain the roles of influential people in Roman history as relevant to the Latin texts. <b>3.A.iii:</b> Explain key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts. <b>3.A.iv:</b> Connect information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history.
<b>5: Argumentation</b>	<b>5.A:</b> Articulate a defensible claim or thesis.	N/A



## TEACHER TALK

As in the start of Unit 1, the focus should be on vocabulary as students begin their efforts to translate Caesar literally. As students begin to work on Book 1, Chapters 1–3, the Dickinson College Commentaries video of 1.1 is a must-see (see *Selecting and Using Course Materials* on page 127), as it shows the importance of reading these texts aloud and also how geographical understanding can enhance their reading. Students should first consider how Caesar handles his choice of genre and how he uses these first few chapters to justify his actions to the people and to other leaders back in Rome. Students should consider how Caesar portrays the Gauls. They may need help understanding what knowledge of people and events they need, where to find the information, and how to retain and apply that information going forward. What else would your students like to know, and what circumstances have made knowing it impossible? It is important to reinforce students' ability to articulate a defensible claim with this new author and the new "reality" of what they are reading.

# Reading: Book 1, Chapters 4–7

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.A:</b> Demonstrate knowledge of Latin vocabulary.	<p><b>1.A.i:</b> Define Latin words and idioms.</p> <p><b>1.A.ii:</b> Distinguish between easily confused Latin words (e.g., <i>vir</i>/<i>vis</i>, <i>mos</i>/<i>mora</i>).</p> <p><b>1.A.iii:</b> Indicate understanding that more than one Latin word may be appropriately translated by the same English word (e.g., <i>mare</i>, <i>aequor</i>, <i>fluctus</i> as “sea”).</p> <p><b>1.A.iv:</b> Indicate understanding that one Latin word may be appropriately translated by more than one English word (e.g., <i>vir</i> as “man,” “hero,” “husband”).</p>
<b>2: Translation</b>	<b>2.C:</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.	<p><b>2.C.i:</b> Create rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns and their antecedents, subordinate clauses).</p> <p><b>2.C.ii:</b> Create rendering in English that reflects the relationships between clauses.</p>
	<b>2.D:</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	<b>2.D.i:</b> Create rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives).
<b>5: Argumentation</b>	<b>5.C:</b> Use accurate, specific, and relevant references to Latin texts.	N/A



## TEACHER TALK

While students continue to work on Latin vocabulary, these chapters also offer a chance to build knowledge of grammar and syntax in the translation of a prose author. Students will also need to demonstrate an understanding of the differences between English and Latin usages. As an extension of their work toward strong essay writing, students should begin to practice supporting their claims with accurate, specific, and relevant references to the Latin texts. In these chapters, teachers can help students see the ways in which Caesar portrays leadership through his own actions and that of others. His tactics of delay and careful preparation and his perceptive understanding of his adversaries and their relation to Roman history should emphasize for readers his subtle tailoring of the story even within “simple” *commentarii*. In reading about the campaigns against the Helvetii and Ariovistus in English, teachers are encouraged to look for passages to use in class as sight-reading practice to match their students’ current abilities.

# Reading: Book 6, Chapters 13–15

Skill Category	Skill	Learning Objective
<b>2:</b> Translation	<b>2.B:</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English.	<b>2.B.i:</b> Create rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs).
<b>3:</b> Contextualization	<b>3.D:</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.	<b>3.D.i:</b> Identify Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.D.ii:</b> Explain the significance of Roman cultural practices as relevant to the Latin texts. <b>3.D.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices.



## TEACHER TALK

In skipping ahead to Book 6, Chapters 13–15, teachers have a chance to show another side of Caesar to their students. His ethnographic account not only should be interesting to students but also gives many opportunities to show how the Romans view non-Romans. The Latin selections from Book 6 likewise provide a way to frame discussions of how the Romans viewed, or wanted to view, themselves. What might students see in their own educational lives through Caesar’s portrayal of the way the Druids were educated? The passages raise questions about how Caesar learned what he told his readers and what information readers might have liked to have seen included. In exploring the structure of Gallic class differences and religious leadership, students get another chance to focus on morphology while translating the Latin texts. Emphasizing the vocabulary both helps students translate and shows them the cultural significance of Caesar’s word choice, leading to a fuller understanding of the section.

# Reading: Book 6, Chapters 16–18

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.C:</b> Use specific terminology to identify grammatical forms and syntactic structures.	<b>1.C.i:</b> Identify grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs—see terminology list). <b>1.C.ii:</b> Identify syntactic structures (e.g., indirect statement—see terminology list).
<b>4: Textual Analysis</b>	<b>4.B:</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.	<b>4.B.i:</b> Analyze the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the <i>signa</i> ; cultural practices such as military techniques; cultural perspectives such as <i>virtus, dignitas, pietas, auctoritas</i> ).



## TEACHER TALK

The relatively simple structure of Book 6, Chapters 16–18, offers a good chance for teachers to raise their expectations about student accuracy in the use of specific terminology to identify forms and structures. These chapters also provide one of the very few overt opportunities to discuss mythology in Caesar; again, what is Caesar leaving out and what areas might students explore further? To help develop their essay-writing skills, students should analyze these chapters in terms of their knowledge of the products, practices, and perspectives of Roman culture. Making these connections, either in class discussion or written work, will help them hone their analytical and argumentative skills. Chapter 18 in particular gives students an opportunity to think about how any group of people portray their ancestry and themselves, opening up particularly fruitful comparison with Vergil and his epic. For example, what does it mean for the Romans to be descended from Venus and Aeneas?

# Reading: Book 6, Chapters 19–20

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.I:</b> Demonstrate overall comprehension of passages in Latin texts.	<b>1.I.i:</b> Respond to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage). <b>1.I.ii:</b> Summarize or paraphrase to reflect overall comprehension of the passage. <b>1.I.iii:</b> Write translation that reflects overall comprehension of the passage. <b>1.I.iv:</b> Respond to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise).
<b>5:</b> Argumentation	<b>5.B:</b> Support the argument using relevant evidence from Latin texts and readings in English.	N/A



## TEACHER TALK

These chapters give students another chance to explore the role of women in antiquity as well as the economic and legal systems of the Romans as compared to those of the Gauls. Moreover, teachers can focus on qualities of civic duty and leadership as Caesar, in his account of Gallic views on gossip, asks Romans to consider where they may fall short in these areas. How does Roman government work in this era, and how does Caesar seem to think it should work? Chapter 20 will be particularly useful when students later read Vergil’s description of Rumor in the *Aeneid*, Book 4. These comparisons allow students to step back and reflect on their overall understanding of a passage as well as providing an opportunity to strengthen their skills in choosing relevant evidence in support of oral or written arguments. Grammar, vocabulary, and literal translation remain important skills to emphasize even as these comparisons are being made. If students seem to especially enjoy the selections from Book 6, teachers could choose sight-reading passages from the material about the Germans, making sure to provide careful vocabulary support.

## AP LATIN

# UNIT 3

# Vergil, *Aeneid*, BOOK 2



**~12–13**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

### **Personal Progress Check 3**

**Multiple-choice: ~15 questions**

**Free-response: 3 questions**

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

# Vergil, *Aeneid*, BOOK 2



## Developing Understanding

### THEMES

*War and Empire* **WAE**

*History and Memory*

**HIS**

*Human Beings and the Gods* **HBG**

### ESSENTIAL QUESTIONS

- What does Vergil gain as an artist by making Aeneas recount these scenes of war?
- What does it mean to learn that the gods themselves are destroying your home?
- What is Vergil trying to say about heroism and honor in the story of Priam and Neoptolemus or about fathers and sons in the story of Anchises and Aeneas?
- What effect might Aeneas's account have had on those listening: his fellow Trojans, who have suffered it; the Carthaginian citizens, who are also refugees; or Dido, a fellow leader who has also escaped violence?

Unit 3 returns to Vergil with Aeneas's account of the fall of Troy. Students explore the author's portrayal of the seen and unseen forces in the characters' lives and deaths. The Latin comes from Book 2, beginning with Laocoön's reaction to the Trojan Horse and his subsequent death at the hands of the gods. As the Greek attack begins, Hector warns Aeneas to leave the city, but, spurred on by a desire to protect his city and family, Aeneas remains behind to witness firsthand the horrors of the destruction of Troy. Aeneas is on the verge of killing Helen to avenge the inhabitants of Troy when his mother, Venus, instead persuades him to leave his doomed city. By reading all of Book 2 in English, teachers can help students explore more fully how Vergil weaves together history and memory in this tale of war and the fall of an empire, as men plot and mortals serve as chess pieces in the games of the gods.

## Building Course Skills

Students will continue to build and deepen skills set out in the previous units, this time with an emphasis on students' ability to use specific terminology to identify grammatical forms and syntactic structures, to scan dactylic hexameter in Latin poetry, and to demonstrate knowledge of Latin vocabulary when translating Latin texts into English. Students should practice reading and comprehending sight passages in poetry as well as articulating and supporting an argument using relevant evidence from Latin texts and readings in English. Potential topics for contextual discussion in Unit 3 include the relation of the products and practices described in the Latin texts to our understanding of Roman culture in general and how knowledge of mythology and legends aids in understanding of Latin texts.

## Preparing for the AP Exam

At this point in the course, students should be moving beyond responding to factual questions about a passage to considering more interpretive questions, which appear both in the multiple-choice and short-answer questions. Students' continuing work on literal translation will help them learn to distinguish among easily confused vocabulary words and ambiguous forms, which will help them do well on the sight-reading questions. Students continue to improve their knowledge of mythology, history, and culture as well as their ability to scan a line of poetry. To further help students prepare for Question 3, have them work to supply accurate Latin paraphrases and complete conclusions in support of their analytical ideas.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### **Vergil, Aeneid, Book 2**

- Lines 40–56
- Lines 201–249
- Lines 268–297
- Lines 559–620
- Students read Book 2 in English.

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.B</b> Explain the meaning of Latin words and phrases in context. <b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts. <b>1.E</b> Scan dactylic hexameter in Latin poetry.
<b>2: Translation</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.D</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture. <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.
<b>4: Textual Analysis</b>	<b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts.
<b>5: Argumentation</b>	<b>5.C</b> Use accurate, specific, and relevant references to Latin texts.

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on each Latin reading for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the AP Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

## Suggested Pairing

Reading	Skills
Lines 40–56 and 201–249	<b>1.B</b> Explain the meaning of Latin words and phrases in context. <b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts.
Lines 268–297	<b>1.E</b> Scan dactylic hexameter in Latin poetry. <b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English. <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.
Lines 559–620	<b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts. <b>3.D</b> Relate Roman cultural practices in the Latin texts to perspectives of Roman culture. <b>5.C</b> Use accurate, specific, and relevant references to Latin texts.



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 3. Review the results in class to identify and address any student misunderstandings.

## A Note About Sight Reading Poetry

At this point in the course, it might be good to consider setting aside a day to work on sight reading (as opposed to a few lines of a unit here and there through the course). It is important to consider what resources will work best for a given set of students. Dickinson College has gathered links to old textbooks that can be used for working on passages ([Dickinson College Commentaries](#)). The [National Latin Exam](#) makes available past exams online and offers other resources as well. Although Level 5 exams are useful closer to May, there is no reason not to choose a lower level passage earlier in the year to help students develop their sight-reading skills. Ovid, Martial, Tibullus, and Catullus all might be good sources for passages to choose from. Sight reading in front of students can be a scary but worthwhile exercise. In watching a teacher go through the process, students learn that no reader is perfect. Teachers might need to look up a word or two, verbalize their thoughts about chunking, and step back to model overtly the skills they want their students to employ. It can be a good boost for students to realize that all readers hone their skills each day, even if some are further along the proficiency scale than others.

# Reading: Lines 40–56 and 201–249

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.B:</b> Explain the meaning of Latin words and phrases in context.	<b>1.B.i:</b> Identify the meaning of Latin words and phrases in context. <b>1.B.ii:</b> Explain the meaning of Latin words and phrases in context. <b>1.B.iii:</b> Explain the figurative meaning of Latin words and phrases in context (e.g., <i>ferrum</i> as “sword,” <i>lumina</i> as “eyes”).
<b>2:</b> Translation	<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	<b>2.A.i:</b> Create rendering in English that reflects an appropriate meaning of the Latin words. <b>2.A.ii:</b> Create rendering in English that reflects the parts of speech of the Latin words.
<b>4:</b> Textual Analysis	<b>4.A:</b> Analyze the effects of language usage and stylistic features in Latin texts.	<b>4.A.i:</b> Analyze the effects of language usage (e.g., word choice, ambiguity, word order). <b>4.A.ii:</b> Analyze the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices).



## TEACHER TALK

Because Book 2 is one of the books read in English, the small section of Latin lines that begin Unit 3 present no difficulty in continuity. Teachers can either read up to them in English with the class or, if students are reading more rapidly, they can read the Latin for extra practice (prepared or at sight). Switching back to Vergil is an ideal opportunity to work again on the vocabulary particular to this author. During this encounter with Vergil, it is important to focus on developing students’ ability to explain the meaning of those words and phrases in context. This is also a good time to work with students on analyzing the stylistic features they find in Vergil—the effects of his language usage—as they develop the skills of essay writing. You might also try connecting Vergil to the wider artistic world with the famous statue of **Laocoön** from the Vatican Museum. What images of fathers and sons, what pains of war will students see throughout the unit? If there is time, students could also read Bernard Knox’s article, “**The Serpent and the Flame**.”

# Reading: Lines 268–297

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.E:</b> Scan dactylic hexameter in Latin poetry.	<b>1.E.i:</b> Identify the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision). <b>1.E.ii:</b> Mark scansion of dactylic hexameter. <b>1.E.iii:</b> Determine vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words).
<b>2:</b> Translation	<b>2.B:</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English.	<b>2.B.i:</b> Create rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs).
<b>3:</b> Contextualization	<b>3.E:</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.	<b>3.E.i:</b> Identify elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.E.ii:</b> Explain mythology and legends as relevant to the Latin texts. <b>3.E.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to mythology and legends.



## TEACHER TALK

Teachers can read lines 250–267 with students (in English or Latin as time permits) to make sure they fully comprehend the deception of Sinon and the entrance of the Greeks into a city whose populace had recently been so joyful over the end of the war. Teachers can continue to have students review morphology to help them hone their ability to translate literally. They can also point out for students Vergil's use of Hector's dream to spur Aeneas to action; Vergil clearly drew from Homeric precedent in this scene. Because the gods usually send this type of dream in epic poetry, it can be an easy path into a discussion of the way Vergil uses gods in his own writing. Scansion and reading aloud also need a place in this unit, and there are many fast-paced and exciting scenes to contrast with somber tragic passages in Book 2. In reading the English up to the next section of Latin lines, students should see how Aeneas's *pietas* develops as he fights in vain to save his city and witnesses further carnage. Do students' impressions change as they proceed to the end of the book? Students should be given time to think through the issues of history and memory as they continue with this account of the Trojan War.

# Reading: Lines 559–620

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.D:</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.	<b>1.D.i:</b> Paraphrase text that reflects knowledge of syntax. <b>1.D.ii:</b> Write literal translation of text that reflects knowledge of syntax. <b>1.D.iii:</b> Write response that reflects knowledge of syntax.
<b>3: Contextualization</b>	<b>3.D:</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.	<b>3.D.i:</b> Identify Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.D.ii:</b> Explain the significance of Roman cultural practices as relevant to the Latin texts. <b>3.D.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices.
<b>5: Argumentation</b>	<b>5.C:</b> Use accurate, specific, and relevant references to Latin texts.	N/A



## TEACHER TALK

In picking up with the Helen episode, teachers have a nice opportunity to talk about textual editions and the transmission of manuscripts. The scene lends itself to a useful contrast between remembering Aeneas's family and his rage at Helen. Students can share their thoughts about the fact that it is Venus who appears to enlighten Aeneas about the fate of Troy and his own destiny. This can lead to discussions about Roman families and, certainly, about the role of the gods in epic poetry. While reading this section of the Latin, students can work on their understanding of syntax and how it supports and solidifies comprehension of a text. As teachers take time to finish the reading of Book 2 in English, they can ask questions: What do students remember about Roman religion and values—their products and practices—as they see Aeneas taking the Penates, his father, and his son safely from the city? What must Dido be thinking in the last scenes as Aeneas recalls searching for the lost Creusa? Whose voice do they hear, Aeneas's as narrator or Vergil's as author? In working with them on essay writing, teachers should encourage students to include specific, relevant references to a Latin text as they support their claims.

**AP LATIN**

## **UNIT 4**

# **Caesar, *Gallic War,* BOOK 4**



**~11–12**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

#### **Personal Progress Check 4**

**Multiple-choice: ~15 questions**

**Free-response: 3 questions**

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

# Caesar, *Galllic War*, BOOK 4

**THEMES**

*Leadership* LDR  
*War and Empire* WAE  
*Views of*  
*Non-Romans* VNR

**ESSENTIAL  
QUESTIONS**

- How does Caesar's choice of genre and style allow for subtle evasion of blame when things go contrary to his plans?
- Why might a Roman reader be particularly interested in Caesar's account of the British charioteers?
- Why do scenes of bravery by a common soldier make us think that Caesar is a good leader?
- How might tales of far-off lands and daring battles inspire Roman youth to follow Caesar into the military or simply to follow him?

## Developing Understanding

Unit 4 returns to Caesar and the Romans' first invasion of Britain, giving students a chance to explore themes of leadership and of war and empire. The Latin comes from Book 4 of the *Galllic War* and begins with a difficult landing, strategic leadership, and Roman heroics. Once landfall is made and an uncomfortable peace is established, bad weather sets the Romans up for further difficulties as the Britons renew their hostilities. Insisting that the betrayal was no surprise to him, Caesar immediately works to get back on an even footing, ordering that his remaining ships be repaired. Although their style of chariot fighting initially gives the Britons the upper hand, the Romans recover, sustaining the attack until they can return to the continent. The readings serve as a further opportunity for students to explore the theme of leadership in a time of war while learning about a region that would later become a part of the Roman empire.

## Building Course Skills

In this unit, the emphasis is on students' increasingly sophisticated ability to demonstrate knowledge of Latin syntax to read and comprehend Latin texts. As they read Latin prose aloud, they work to pay attention to linguistic and artistic qualities; they also work to identify stylistic features in Latin prose. Students continue to demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English. Students should begin to practice reading and comprehending sight passages in prose as well as using accurate, specific, and relevant references to the Latin texts to support an articulated argument. Potential topics for contextual discussion in Unit 4 include the relation of Roman cultural products in the Latin texts to perspectives of Roman culture and how knowledge of authors or literary conventions aids in understanding of Latin texts.

## Preparing for the AP Exam

For Question 2 on the exam, students should practice using appropriate English constructions and idioms to reflect the Latin they are translating. Their efforts at literal translation will aid them in identifying and understanding complex grammatical constructions, which will benefit their performance across all components of the exam. Students should continue to improve in the application of contextual knowledge and in their ability to identify a variety of grammatical, syntactic, and literary structures. This work will help them prepare for Question 5 and the multiple-choice questions. Finally, students should practice providing analytical arguments and inferences for a full passage with accurate citation and context.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### **Caesar, Gallic War, Book 4**

- Book 4, Chapters 24–35, and first sentence of Chapter 36

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.B</b> Explain the meaning of Latin words and phrases in context. <b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.
<b>2: Translation</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.B</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts. <b>3.C</b> Relate Roman cultural products in the Latin texts to perspectives of Roman culture. <b>3.F</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.
<b>4: Textual Analysis</b>	<b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts.
<b>5: Argumentation</b>	<b>5.C</b> Use accurate, specific, and relevant references to Latin texts.

## Caesar, *Gallic War*, BOOK 4

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on each Latin reading for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the AP Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

### Suggested Pairings

Reading	Skills
<b>Book 4, Chapters 24–25</b>	<b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts. <b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts.
<b>Book 4, Chapters 26–28</b>	<b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. <b>3.F</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.
<b>Book 4, Chapters 29–31</b>	<b>1.B</b> Explain the meaning of Latin words and phrases in context. <b>3.C</b> Relate Roman cultural products in the Latin texts to perspectives of Roman culture.
<b>Book 4, Chapters 32–35, and first sentence of Chapter 36</b>	<b>3.B</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts. <b>5.C</b> Use accurate, specific, and relevant references to the Latin.



Go to [AP Classroom](#) to assign the Personal Progress Check for Unit 4. Review the results in class to identify and address any student misunderstandings.

### A Note About Sight Reading Prose

At this point in the course, it might be good to consider setting aside a day for working on sight reading prose passages. As with any other work on Latin text, sight passages should be read aloud to help students work on their phrasing and structure. As students work on vocabulary for a sight-reading passage, teachers can help them to work carefully when using derivatives—false etymologies can occlude the meanings of words they should and do know. Students should look for contextual clues based on their knowledge of mythology, culture, or history; they should also keep the basics of morphology and syntax in mind as they approach the passage. Just as teachers would not likely choose Horace, Juvenal, or Lucan for sight reading in poetry, they should probably shy away from Tacitus or Sallust for prose passages, especially earlier in the year. Still, Nepos, Cicero (other than the letters), Livy, Pliny the Younger, and Seneca the Younger are all useful sources for passages at sight. The [Latin Library](#) and other online resources make finding a passage easy even for schools with limited resources.

# Reading: Book 4, Chapters 24–25

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.D:</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.	<b>1.D.i:</b> Paraphrase text that reflects knowledge of syntax. <b>1.D.ii:</b> Write literal translation of text that reflects knowledge of syntax. <b>1.D.iii:</b> Write response that reflects knowledge of syntax.
<b>2:</b> <i>Translation</i>	<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	<b>2.A.i:</b> Create rendering in English that reflects an appropriate meaning of the Latin words. <b>2.A.ii:</b> Create rendering in English that reflects the parts of speech of the Latin words.
<b>4:</b> <i>Textual Analysis</i>	<b>4.A:</b> Analyze the effects of language usage and stylistic features in Latin texts.	<b>4.A.i:</b> Analyze the effects of language usage (e.g., word choice, ambiguity, word order). <b>4.A.ii:</b> Analyze the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices).



## TEACHER TALK

Students need to have a picture of the years intervening between Caesar's account in Books 1 and 4; teachers can discuss what is happening politically in Rome as well as in the battle scenes being described. Because Book 4 is not one of those also read in English, it is important for students to have a good grasp of the events leading up to the Latin passages. Some students might be well prepared culturally for this foray into Britain, but for others, a little extra time should be spent on historical background. It is helpful to focus on vocabulary in switching authors, and Caesar's syntax also provides an opportunity for students to review what they know for comprehension and literal translation. This can be a good time to work on stylistic features and the effects of Caesar's language usage. Finally, what do students think of Caesar's leadership in this new phase of the war, focusing on British fighting techniques and the difficulties of the landing?

# Reading: Book 4, Chapters 26–28

Skill Category	Skill	Learning Objective
<b>2:</b> <i>Translation</i>	<b>2.C:</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.	<b>2.C.i:</b> Create rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns and their antecedents, subordinate clauses). <b>2.C.ii:</b> Create rendering in English that reflects the relationships between clauses.
<b>3:</b> <i>Contextualization</i>	<b>3.F:</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.	<b>3.F.i:</b> Identify characteristics of literary genres (e.g., epic, <i>commentarii</i> ) in the Latin texts. <b>3.F.ii:</b> Identify literary conventions (e.g., invocation of the Muse, address to the troops, characterization) in the Latin texts. <b>3.F.iii:</b> Explain characteristics of literary genres as relevant to the understanding of the Latin texts. <b>3.F.iv:</b> Explain literary conventions as relevant to the understanding of the Latin texts. <b>3.F.v:</b> Explain an author's circumstances, background, and life as relevant to the understanding of the Latin texts.



## TEACHER TALK

How should students interpret Caesar's account of the Romans' struggles with the British terrain? Does Caesar's focus on the weather working against them make students think the commander is trying to avoid responsibility or that he is providing a genuine account of the setbacks encountered by the Romans? If pacing allows, a teacher could supply accounts of the weather affecting D-Day, or other accounts of British weather from the past or present, to see if they enhance students' impressions of these Latin passages. Teachers can remind students of the differences between *commentarii* and history for a Roman reader; does this account have the feel of "factual" reporting, warts and all? What were some of the practical and political reasons for Caesar's choice of literary genre? It is a good idea to give students extra questions on grammar and syntax during the work on literal translation for this reading, in order to build on their growing abilities with prose and with this author in particular.

# Reading: Book 4, Chapters 29–31

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.B:</b> Explain the meaning of Latin words and phrases in context.	<b>1.B.i:</b> Identify the meaning of Latin words and phrases in context. <b>1.B.ii:</b> Explain the meaning of Latin words and phrases in context. <b>1.B.iii:</b> Explain the figurative meaning of Latin words and phrases in context (e.g., <i>ferrum</i> as “sword,” <i>lumina</i> as “eyes”).
<b>3:</b> <i>Contextualization</i>	<b>3.C:</b> Relate Roman cultural products in the Latin texts to perspectives of Roman culture.	<b>3.C.i:</b> Identify Roman cultural products (e.g., <i>fasces</i> , <i>Penates</i> , <i>legio</i> ) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.C.ii:</b> Explain the significance of Roman cultural products as relevant to the Latin texts. <b>3.C.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural products.



## TEACHER TALK

In reading the Latin in these chapters for literal translation, teachers can help students bring precision to the way they explain the Latin words and phrases in context. In working on overall comprehension and culture, the Latin here provides a good chance to review Roman attitudes about sailing and to study the sorts of ships and materials they used; these topics help students build their knowledge of Roman cultural products. Teachers can ask students how Caesar’s focus on the difficulties of the weather and the cleverness of his opponents heighten his portrayal of his own leadership. Would these factors make them want to join Caesar’s army or shy away from the hardships? Can the students try to envision what a young man in Rome might think about his chances for adventure in far-off lands after hearing these reports? What in his accounts might have inspired later leaders to complete the invasion of the island?

# Reading: Book 4, Chapters 32–35, and first sentence of Chapter 36

Skill Category	Skill	Learning Objective
<b>3: Contextualization</b>	<b>3.B:</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.	<b>3.B.i:</b> Identify Roman political ideas (e.g., <i>libertas</i> , <i>pietas</i> , <i>virtus</i> ) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.B.ii:</b> Explain Roman political ideas as relevant to the Latin texts. <b>3.B.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman political ideas.
<b>5: Argumentation</b>	<b>5.C:</b> Use accurate, specific, and relevant references to Latin texts.	N/A



## TEACHER TALK

In working on the Latin in these chapters, students need to demonstrate their understanding of the differences between Latin and English usage. Caesar in particular provides many opportunities to work on this skill. Students can then consider how Caesar highlights the prowess of the Roman fighting force in these chapters. The British style of chariot fighting was new to the Romans—and terribly effective. How does Caesar try to help his contemporary readers see the differences between the British style and the ways Romans would be used to seeing chariots used? Do the students know enough about gladiatorial fighting to know that Romans were interested in watching how other nations or tribes fought? How does Caesar's buildup of the scene add both to the heroism of the individual fighters and to his own prestige as a leader? In working on essay-writing skills, teachers can again help students to use relevant references to the English and Latin in supporting their claims and also show them how accurate, relevant, and specific references to the Latin in particular will help them develop their overall arguments.

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## AP LATIN

# UNIT 5

# Vergil, *Aeneid*, BOOK 4



**~12–13**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

### **Personal Progress Check 5**

**Multiple-choice: ~15 questions**

**Free-response: 3 questions**

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

# Vergil, *Aeneid*, BOOK 4



## Developing Understanding

### THEMES

*Literary Style and*

*Genre* **LT**

*Roman Values* **RMV**

*Views of*

*Non-Romans* **VNR**

### ESSENTIAL QUESTIONS

- What do we learn about poetry when poets take scenes from everyday life (a storm) and elevate them to represent something else entirely (a wedding)?
- Why would Vergil make his hero seem timid or underhanded in his relations with Dido?
- How would the recent wars with Cleopatra change a Roman's perception of that same story?
- Who ultimately is responsible for Dido's death if the gods made her fall in love and then made Aeneas leave her?
- What does it mean to say that Dido's death was truly tragic?

Unit 5 returns to Vergil and the love affair of Queen Dido and Aeneas, giving students an opportunity to explore Roman values through their views of non-Romans. Brought together in Carthage by Venus and Juno, the pair are happy until Rumor works her evil; Iarbas, a spurned suitor of Dido, appeals to Jupiter for redress. Mercury is sent to remind Aeneas of his duty to his fate, and Aeneas orders his men to ready for departure. Though Aeneas has tried to keep his plans secret, Dido discovers what he is doing and confronts him; his self-defense does not satisfy the enraged queen. We are left with the scene of her suicide and the small act of compassion shown by Juno, who sends Iris to hasten Dido's death. By reading all of Book 4 in English, teachers can help students explore a fuller picture of Dido and the way the gods and Aeneas's fate lead to her demise.

## Building Course Skills

In this unit, the emphasis is on student ability to read Latin poetry aloud with attention to linguistic and artistic qualities, to identify stylistic features in Latin poetry, and to demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. Students should focus on analyzing the effects of language usage and stylistic features in Latin texts as well as using accurate, specific, and relevant references to the Latin to support an articulated argument. Potential topics for contextual discussion in Unit 5 include the relation of Roman cultural practices in the Latin texts to perspectives of Roman culture and how knowledge of authors or literary conventions aids understanding of Latin texts.

## Preparing for the AP Exam

At this point in the course, students should be focusing on more sophisticated interpretive questions about Latin passages and on figurative meanings for vocabulary such as easily confused words. Their increasingly solid abilities in reading and comprehension will aid them in dealing with Latin constructions that cannot be translated literally and meaningfully into English. Extra practice in this area will help them be better prepared for the syllabus passage on the exam. Students should increasingly be able to handle more complex lines of scansion, implied contextual references, and particularly complex literary structures. In preparation for the essay on Question 3, students should practice displaying the appropriate application of contextual or linguistic analysis within a coherent, logical structure.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### **Vergil, Aeneid, Book 4**

- Lines 160–218
- Lines 259–361
- Lines 659–705
- Students read Book 4 in English.

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.E</b> Scan dactylic hexameter in Latin poetry. <b>1.G</b> Identify stylistic features in Latin poetry and prose. <b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts.
<b>2: Translation</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts. <b>3.F</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.
<b>5: Argumentation</b>	<b>5.D</b> Use reasoning to draw conclusions and make inferences based on textual features.

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on each Latin reading for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the AP Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

## Suggested Pairings

Reading	Skills
Lines 160–218	<b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts. <b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.
Lines 259–295	<b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English. <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.
Lines 296–361	<b>1.E</b> Scan dactylic hexameter in Latin poetry. <b>3.F</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts
Lines 659–705	<b>1.G</b> Identify stylistic features in Latin poetry and prose. <b>5.D</b> Use reasoning to draw conclusions and make inferences based on textual features.

 Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

# Reading: Lines 160–218

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.H:</b> Identify references to Roman culture, history, and mythology in Latin texts.	<b>1.H.i:</b> Identify references to Roman culture (e.g., <i>Penates</i> , <i>centuria</i> , <i>virtus</i> , <i>pietas</i> ) in Latin texts.
<b>2: Translation</b>	<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	<b>2.A.i:</b> Create rendering in English that reflects an appropriate meaning of the Latin words. <b>2.A.ii:</b> Create rendering in English that reflects the parts of speech of the Latin words.



## TEACHER TALK

In returning to Vergil, teachers should take care to set the stage: what happened in Book 3 and what is the narrative leading up to the resumption of the Latin lines being studied in Book 4? A portrayal of a non-Roman, the Carthaginian Dido, should lead naturally to a discussion of Roman values. What prior knowledge of Roman marriage rites, portrayals of love, and descriptions of Rumor do students need to remember before embarking on the next stage of the story? In other words, how will students identify references to Roman culture, history, and mythology in the Roman texts to enhance their understanding? Furthermore, how can consideration of the vocabulary of those topics aid students as they approach the text? Though this passage is read in English, students need to remember the descriptions of Aeneas and Dido upon leaving for the hunt, and how hunting fit into Roman culture, so that they understand how quickly those divine comparisons are subverted and how a nature scene is perverted by the collusion of Juno and Venus. The use of the storm to represent the elements of a wedding and the personification of Rumor are both powerful images to explore. The appearance of larbas as a doubly foreign leader (foreign to both Aeneas and Dido), as well as the appearance of Jupiter in another land, will require cultural scaffolding for the students.

# Reading: Lines 259–295

Skill Category	Skill	Learning Objective
<b>2:</b> <i>Translation</i>	<b>2.D:</b> Demonstrate understanding of differences between Latin and English usage when translating Latin texts into English.	<b>2.D.i:</b> Create rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives).
<b>3:</b> <i>Contextualization</i>	<b>3.E:</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.	<b>3.E.i:</b> Identify elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.E.ii:</b> Explain mythology and legends as relevant to the Latin texts. <b>3.E.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to mythology and legends.



## TEACHER TALK

After making sure that students understand the story covered between line 218 and the current section (both reading the passage in English and, perhaps, using the Latin lines for sight reading), teachers can turn to the Homeric-type scene in the message of Mercury. This passage presents another opportunity to discuss the ways gods appear in epic literature from Homer on. Aeneas's rhetorical questions might seem like dithering, and his covert call to his men might seem underhanded to the students, but both quickly lead to a picture of leadership when Aeneas regains his purpose after Jupiter's relayed message. Teachers may present the cliché "discretion is the better part of valor" and ask the students to debate the situation. What historical factors may make Dido seem a much more dangerous opponent to Roman readers than she seems to us from Vergil's portrayal up to this point? How does understanding Aeneas's fate play into students' reactions to the scene? In reading the Latin, help students continue to develop their ability to demonstrate an understanding of differences between Latin and English usage when translating Latin poetry into English.

# Reading: Lines 296–361

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.E:</b> Scan dactylic hexameter in Latin poetry.	<b>1.E.i:</b> Identify the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision). <b>1.E.ii:</b> Mark scansion of dactylic hexameter. <b>1.E.iii:</b> Determine vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words).
<b>3: Contextualization</b>	<b>3.F:</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.	<b>3.F.i:</b> Identify characteristics of literary genres (e.g., epic, <i>commentarii</i> ) in the Latin texts. <b>3.F.ii:</b> Identify literary conventions (e.g., invocation of the Muse, address to the troops, characterization) in the Latin texts. <b>3.F.iii:</b> Explain characteristics of literary genres as relevant to the understanding of the Latin texts. <b>3.F.iv:</b> Explain literary conventions as relevant to the understanding of the Latin texts. <b>3.F.v:</b> Explain an author's circumstances, background, and life as relevant to the understanding of the Latin texts.



## TEACHER TALK

The main focus in the reading is to help students achieve a literal translation of these lines, but if teachers can find time, there are several important literary predecessors they should bring in to enhance the students' experience. A dramatic reading of Medea's confrontation of Jason in Euripides' tragedy or of Ariadne's lament from Catullus 64 provide powerful examples of ancient portrayals of the ferocity of women's anger. These examples provide good opportunities to take discussions of Vergil's use of literature beyond the genre of epic. One creative way for students to demonstrate overall comprehension of the Latin is to stage a mini "trial" of Aeneas, using dialogue based on the actions or speeches of each character. This is also a good time to review scansion with students; while some students are likely to be relatively comfortable with the skill at this point, others may still be coming to terms with the basics of the process.

# Reading: Lines 659–705

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.G:</b> Identify stylistic features in Latin poetry and prose.	<b>1.G.i:</b> Identify rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts.
<b>5:</b> <i>Argumentation</i>	<b>5D:</b> Use reasoning to draw conclusions and make inferences based on textual features.	N/A



## TEACHER TALK

Quite a bit of Dido's story needs to be covered in English readings and classroom discussion before approaching the last of the Latin lines in this unit: Dido's reply to Aeneas, her lament, decision to die, and curse on Aeneas's descendants; Aeneas's preparation of his ships; Anna's efforts on behalf of her sister; and the second appearance of Mercury to hasten Aeneas's departure. Students should once again consider the Roman values displayed, this time via Vergil's portrayal of a sister's love and the renewed determination in the preparations of the hero. In picking up the Latin, students encounter the description of Dido's suicide and a final treatment of gossip and Rumor in the city of Carthage. If students are unsettled by Dido's actions, remind them of the cultural differences between the Romans and modern-day people, the literary precedents of her actions, and the role of the gods in Dido's end. Do Juno's compassion toward Dido and Iris's appearance exonerate the gods at all in students' eyes? Ask students to explore what stylistic features enhance Vergil's lines here. This is also a good time to focus on inferences within argumentation based on poetic lines, and to follow up on the importance of finding good support in the Latin text for one's claims.

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**AP LATIN**

## **UNIT 6**

# **Caesar, *Gallic War,* BOOK 5 PART I**



**~12–13**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

### **Personal Progress Check 6**

**Multiple-choice: ~20 questions**

**Free-response: 3 questions**

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

# Caesar, *Gallic War*, BOOK 5 PART I

## Developing Understanding

### THEMES

Literary Style and

Genre **LIT**

Roman Values **RMV**

Leadership **LDR**

### ESSENTIAL QUESTIONS

- Why is knowledge of the Roman army needed to understand fully Caesar's narrative?
- How does Caesar show good leadership through an example of leaders being fooled?
- What does Caesar say about the Gauls by the way he portrays Ambiorix?
- How does Caesar give credit for heroism or claim it for himself?
- How does the simplicity of Caesar's chosen literary genre still leave room for rhetorical effects?

Unit 6 returns to Caesar and the first half of the readings from Book 5, giving students a fitting chance to explore the themes of history and memory as portrayed in Caesar's literary style and genre. The passages begin with the stationing of the troops in winter quarters, the introduction of the Gallic leader Tasgetius, and the revolt of Ambiorix and Cativolcus. To strengthen his claims of innocence, Ambiorix warns of an impending attack by the Gauls and German mercenaries. Lengthy deliberations and the disagreement of Sabinus and Cotta precede the Romans' ruinous departure from their winter quarters. Despite Cotta's steady leadership in battle, the Romans are overcome; Sabinus is killed during a parley with Ambiorix, and Cotta dies fighting with his men. Only a few Romans escape the slaughter and make their way to Labienus at his winter quarters. Caesar's secondhand account of the disaster contains many subtle comments about leadership as he distances himself from the scene.

## Building Course Skills

Students will continue building skills from previous units, recalling especially the techniques they have learned concerning vocabulary, morphology, grammar, and syntax. While continuing their work on literal translation as well as reading and comprehending sight passages, students should also focus on analyzing the effects of language usage and stylistic features, using reasoning to draw conclusions and make inferences based on textual features, and using contextual knowledge and references to support the analysis of their essays. Potential topics for contextual discussion in Unit 6 include how knowledge of influential people and key historical events aids in understanding the texts and how knowledge of Roman political ideas enhances understanding of Roman culture in Latin texts.

## Preparing for the AP Exam

To further hone their skills for Question 2, students would do well to focus on interpretation of complex phrases and syntax and on consistent precision throughout their literal translations. Their increasingly sophisticated abilities in reading and comprehension should help them refine their use of appropriate English constructions and idioms. For the multiple-choice questions, students will need to be able to handle more complex contextual references as well as more complex grammatical and syntactical structures. In their essays, students should strive to develop a nuanced understanding of full passages and the finer details of their overall analysis.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### **Caesar, *Gallic War*, BOOK 5 PART I**

- Book 5, Chapters 24–37

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.B</b> Explain the meaning of Latin words and phrases in context. <b>1.G</b> Identify stylistic features in Latin poetry and prose. <b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts. <b>1.I</b> Demonstrate overall comprehension of passages in Latin texts.
<b>2: Translation</b>	<b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English. <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of the Latin texts. <b>3.B</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.
<b>4: Textual Analysis</b>	<b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
<b>5: Argumentation</b>	<b>5.D</b> Use reasoning to draw conclusions and make inferences based on textual features.

## Caesar, *Gallic War*, BOOK 5 PART I

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on each Latin reading for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the AP Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

### Suggested Pairings

Reading	Skills
<b>Book 5, Chapters 24–26</b>	<b>2.B</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English. <b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of the Latin texts.
<b>Book 5, Chapters 27–28</b>	<b>1.B</b> Explain the meaning of Latin words and phrases in context. <b>3.B</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.
<b>Book 5, Chapters 29–31</b>	<b>1.G</b> Identify stylistic features in Latin poetry and prose. <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.
<b>Book 5, Chapters 32–34</b>	<b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts. <b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
<b>Book 5, Chapters 35–37</b>	<b>1.I</b> Demonstrate overall comprehension of passages in Latin texts. <b>5.D</b> Use reasoning to draw conclusions and make inferences based on textual features.



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

# Reading: Book 5, Chapters 24–26

Skill Category	Skill	Learning Objective
<b>2:</b> Translation	<b>2.B:</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English.	<b>2.B.i:</b> Create rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs).
<b>3:</b> Contextualization	<b>3.A:</b> Use knowledge of influential people and key historical events to demonstrate understanding of the Latin texts.	<b>3.A.i:</b> Identify influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.A.ii:</b> Explain the roles of influential people in Roman history as relevant to the Latin texts. <b>3.A.iii:</b> Explain key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts. <b>3.A.iv:</b> Connect information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history.



## TEACHER TALK

Taking time to outline the end of Book 4 and the start of Book 5 for students will help them understand where political and military matters stand as they begin reading the Latin. Learning about the figures and events leading up to this moment is important for a full understanding of the tensions of the scene. It is always helpful to start with and to keep reviewing vocabulary, but teachers will need to specifically help students with the complexities of tense sequence in Caesar. These complexities present a nice opportunity to review morphological forms once again with the students as they translate. Units 6 and 7 comprise a long discussion of what happens when Caesar is not around and directly in charge; there are good leaders at hand, but they cannot prevent others from leading their men into the enemy's trap. Keeping the flow of the story in mind will be important for these two units, and teachers can help students by taking time now to point out larger patterns they will encounter in Book 5 and determine how they will keep track of the narrative.

# Reading: Book 5, Chapters 27–28

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.B:</b> Explain the meaning of Latin words and phrases in context.	<b>1.B.i:</b> Identify the meaning of Latin words and phrases in context. <b>1.B.ii:</b> Explain the meaning of Latin words and phrases in context. <b>1.B.iii:</b> Explain the figurative meaning of Latin words and phrases in context (e.g., <i>ferrum</i> as “sword,” <i>lumina</i> as “eyes”).
<b>3:</b> <i>Contextualization</i>	<b>3.B:</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.	<b>3.B.i:</b> Identify Roman political ideas (e.g., <i>libertas</i> , <i>pietas</i> , <i>virtus</i> ) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.B.ii:</b> Explain Roman political ideas as relevant to the Latin texts. <b>3.B.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman political ideas.



## TEACHER TALK

The ploy on the part of Ambiorix to deceive the Romans provides an opportunity to discuss not only Caesar’s view of non-Romans but also, perhaps more importantly, Caesar’s portrayal of Roman reactions to other peoples, as well as some of the value systems of other peoples, as relevant to the events described. What do students need to review about the workings of the Roman army and the structure of winter quarters in order to understand the scene? What is the expected dynamic between these two leaders, and where does one or the other try to manipulate the situation to try to get his way as the narrative advances? The debate between Cotta and Sabinus, begun in these chapters with Cotta’s opinions about the intention of the Gauls and Ambiorix’s suggestion, provide excellent opportunities for discussions of military structure as well as senatorial debate. Students could opt to demonstrate overall comprehension by acting out the scene. As students continue to work on literal translation, Caesar’s prose again offers ample practice in explaining the meaning of Latin words and phrases in context.

# Reading: Book 5, Chapters 29–31

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.G:</b> Identify stylistic features in Latin poetry and prose.	<b>1.G.i:</b> Identify rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts.
<b>2: Translation</b>	<b>2.D:</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	<b>2.D.i:</b> Create rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives).



## TEACHER TALK

This is a good time to address whether students have grown in their ability to demonstrate an understanding of the differences between Latin and English usage when translating Latin texts into English. If not, what drills or exercises might a teacher develop to help students gain more confidence as they translate? The Latin provides a lot of excitement as the story continues, but it is a good idea to pause to focus the students' attention on the ways in which Caesar creates that drama. What aspects of Caesar's writing make him a good storyteller? Note also that Caesar mentions an extended debate after Sabinus presents his opinion. What reasons can students give for why the debate is not recounted in its entirety, and can they connect their reasons to the theme of memory and history? Ask students to consider what the two leaders and their supporters might be thinking as Cotta yields. How does Caesar show the emotional effects of this argument on the soldiers, and how do those emotions affect their preparedness for what lies ahead?

# Reading: Book 5, Chapters 32–34

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.H:</b> Identify references to Roman culture, history, and mythology in Latin texts.	<b>1.H.i:</b> Identify references to Roman culture (e.g., <i>Penates</i> , <i>centurio</i> , <i>virtus</i> , <i>pietas</i> ) in Latin texts. <b>1.H.ii:</b> Identify references to Roman history (e.g., Augustus, invasion of Britain) in Latin texts. <b>1.H.iii:</b> Identify references to Greco-Roman mythology (e.g., Jupiter and Venus) in Latin texts.
<b>4:</b> <i>Textual Analysis</i>	<b>4.B:</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.	<b>4.B.i:</b> Analyze the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the <i>signa</i> ; cultural practices such as military techniques; cultural perspectives such as <i>virtus</i> , <i>dignitas</i> , <i>pietas</i> , <i>auctoritas</i> ).



## TEACHER TALK

In these chapters, readers see the enemy set up the ambush and Caesar continuing his characterization of the Roman leaders. Sabinus, unprepared, continues to show poor judgment; Cotta, on the other hand, again shows good preparation and perceptiveness. Whose glory do his abilities and heroics really reflect? Teachers can remind students to treat vocabulary not just as a challenge but as a window into the author's portrayal of the scene. What is the deeper meaning of the word? Either to foreshadow the next section or as consolidation after reading, students should consider other times they have encountered leaders who exhibit poor planning or impulsive natures in Roman history. How did those incidents turn out? Teachers can also ask students to make connections to their other classes by thinking about other examples of good and bad leaders or battles well or poorly planned. Other cultural connections might include asking the students to consider what virtues the characters in this section portray (check out the website [Roman Virtues](#)). Or, students could discuss the difference between Ares and Athena—which gods were governing these scenes?

# Reading: Book 5, Chapters 35–37

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.I:</b> Demonstrate overall comprehension of passages in Latin texts.	<b>1.I.i:</b> Respond to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage). <b>1.I.ii:</b> Summarize or paraphrase to reflect overall comprehension of the passage. <b>1.I.iii:</b> Write translation that reflects overall comprehension of the passage. <b>1.I.iv:</b> Respond to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise).
<b>5:</b> Argumentation	<b>5.D:</b> Use reasoning to draw conclusions and make inferences based on textual features.	N/A



## TEACHER TALK

In thinking about building essay skills with this unit, this is a good time to have students work specifically on inferences. This last step is the hardest for most students when they are trying to build a solid argument. Often, they have a decent claim and can identify context and even Latin passages that support their claim, but they expect their reader to fill in from there. Adding *why* what they have cited completes their argument is the necessary final skill of strong essay writing. These readings offer many worthwhile opportunities to focus on overall comprehension of the Latin at hand and of the scene as a whole. Although writing *commentarii* rather than history, how does Caesar succeed in including the moral lessons a Roman reader of history might expect? Make sure that the student summary of the unit includes the material in these chapters, as Cotta is wounded and Sabinus suggests parley with the enemy. What do the students make of the scene where Cotta refuses to approach the enemy as Sabinus is drawn into a trap and slain? Could anything have been done to prevent the death of Cotta or the Roman soldiers, whose bravery is highlighted even in the face of overwhelming odds?

## AP LATIN

# UNIT 7

# Caesar, *Gallic War*, BOOK 5 PART II, BOOK 6, AND BOOK 7



**~12–13**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

### **Personal Progress Check 7**

**Multiple-choice: ~25 questions**

**Free-response: 3 questions**

- Translation: Caesar
- Short-answer: Caesar
- Analytical Essay

# Caesar, *Gallic War*, BOOK 5 PART II, BOOK 6, AND BOOK 7

## Developing Understanding

### THEMES

War and Empire **WAE**

Leadership **LDR**

History and

Memory **HIS**

### ESSENTIAL QUESTIONS

- How do scenes of heroism and clever leadership shine a light on Caesar even when he is not there?
- What does Caesar imply about the bravery of slaves and foreigners as well as of minor characters through his selections of episodes?
- For all his careful construction of the account, how did other Romans view Caesar's actions?
- How do we read these scenes differently with the perspective of time?

Unit 7 focuses on the second half of the readings from Book 5 of the *Gallic War*, providing ample opportunity for students to explore the theme of leadership in war. Fresh from his victory, Ambiorix enlists the Aduatuci and Nervii along with a collection of other tribes to help attack Cicero's winter quarters. During the hard-fought defense, students read of the bravery of Pulo and Veranus and see how they support one another despite their personal animosity. Also showcased is the loyalty and cleverness of the Nervian Vertico, who finally succeeds in getting word to Caesar about the attack in progress. Caesar's nimble organization allows him to bring aid to Cicero's camp in time.

By reading all of Books 6 and 7 in English, teachers can help students explore the ethnographic material on the Germans for another view of non-Romans and then consider the revolt of Vercingetorix, whose final stand at Alesia highlights Roman battle tactics and abilities at siege warfare as well as Caesar's leadership in overcoming this enemy.

## Building Course Skills

Students are by now demonstrating a fairly high level of overall comprehension of passages and also generally identifying references to Roman culture, history, and mythology in Latin texts with accuracy. Students should continue to be given frequent practice on literal translation and sight reading as they work to analyze Latin texts based on knowledge of the products, practices, and perspectives of Roman culture. Students should also practice full versions of individual free-response questions to gauge appropriate pacing. Teachers should begin to review test-taking tips and strategies as well as go over the formal format of the exam and exam day schedule so that students are comfortable with the formal procedures of the AP Exam.

## Preparing for the AP Exam

To prepare for Question 2 of the free-response section, students practice literal translation, with the same expectations of precision required on the AP Exam. During this practice, students should proofread their work to account for every word in the passages and to double-check the tense, voice, and mood of the verbs as well as the case and number of the nouns. Students are encouraged to take full advantage of glosses and notes provided for a text, which provide valuable information for accurate translation.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### Caesar, *Gallic War*, BOOK 5 PART II, BOOK 6, AND BOOK 7

- Book 5, Chapters 38–48
- Students read Books 6 and 7 in English.

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts. <b>1.G</b> Identify stylistic features in Latin poetry and prose. <b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts.
<b>2: Translation</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts. <b>3.C</b> Relate Roman cultural products in the Latin texts to perspectives of Roman culture. <b>3.D</b> Relate Roman cultural practices in the Latin texts to perspectives of Roman culture. <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.
<b>4: Textual Analysis</b>	<b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts.
<b>5: Argumentation</b>	<b>5.A</b> Articulate a defensible claim or thesis. <b>5.E</b> Use contextual knowledge and references to support the analysis.

## Caesar, *Gallic War*, BOOK 5 PART II, BOOK 6, AND BOOK 7

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on each reading for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

### Suggested Pairings

Reading	Skills
<b>Book 5, Chapters 38–40</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>3.C</b> Relate Roman cultural products in the Latin texts to perspectives of Roman culture.
<b>Book 5, Chapters 41–43</b>	<b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>3.D</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.
<b>Book 5, Chapters 44–45</b>	<b>1.G</b> Identify stylistic features in Latin poetry and prose. <b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts.
<b>Book 5, Chapters 46–48</b>	<b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts. <b>5.E</b> Use contextual knowledge and references to support the analysis.
<b>Book 6</b>	<b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts. <b>3.E</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.
<b>Book 7</b>	<b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts. <b>5.A</b> Articulate a defensible claim or thesis.



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

# Reading: Book 5, Chapters 38–40

Skill Category	Skill	Learning Objective
<b>2:</b> Translation	<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	<b>2.A.i:</b> Create rendering in English that reflects an appropriate meaning of the Latin words. <b>2.A.ii:</b> Create rendering in English that reflects the parts of speech of the Latin words.
<b>3:</b> Contextualization	<b>3.C:</b> Relate Roman cultural products in the Latin texts to perspectives of Roman culture.	<b>3.C.i:</b> Identify Roman cultural products (e.g., <i>fasces</i> , <i>Penates</i> , <i>legio</i> ) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.C.ii:</b> Explain the significance of Roman cultural products as relevant to the Latin texts. <b>3.C.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural products.



## TEACHER TALK

Vocabulary remains as important as ever in literal translation, but in this last prose unit, teachers can also focus on morphology and syntax and start to think about final review for the AP Exam. As students continue with the narrative, they will see Ambiorix win over the Nervii and other tribes due to his victories over the Romans so far. Do the students think that Caesar is making a point in these defections about non-Romans or simply about the nature of warfare in general? With the scenes of danger in Cicero's camp and the fact that messages cannot get through to Caesar, students should again be asked to look at the geography of the area and the structure and normal operations of a Roman camp. What do we know of Roman military sites from their literature or material remains? A student with particular interest in the subject could be pointed to the remains of Vindolana, near Hadrian's Wall; though slightly out of the time period, the site provides a wealth of data for students to peruse.

# Reading: Book 5, Chapters 41–43

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.C:</b> Use specific terminology to identify grammatical forms and syntactic structures.	<b>1.C.i:</b> Identify grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs—see terminology list). <b>1.C.ii:</b> Identify syntactic structures (e.g., indirect statement—see terminology list).
<b>3:</b> <i>Contextualization</i>	<b>3.D:</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.	<b>3.D.i:</b> Identify Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.D.ii:</b> Explain the significance of Roman cultural practices as relevant to the Latin texts. <b>3.D.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices.



## TEACHER TALK

Because Cicero will not take terms from an armed enemy, his camp is besieged. The students should be asked what messages from Unit 6 Caesar is reinforcing by setting up these contrasting scenes so clearly. Teachers can also point out the bravery of the common soldiers, portrayed in this reading as calm despite the seriousness of the danger. What do these images of “proper” leadership and “good” Roman soldiers say about the way things should run when Caesar is not at hand? In other words, what Roman cultural practices are evident in this section, and how do they add to the students’ perspective of Roman culture? As the exam approaches, teachers can ask students to articulate the specific terminology to identify grammatical structures themselves. These reviews can be done through class discussion, used as checks on homework, or serve as exit slips after a day of translation.

# Reading: Book 5, Chapters 44–45

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.G:</b> Identify stylistic features in Latin poetry and prose.	<b>1.G.i:</b> Identify rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts.
<b>4:</b> Textual Analysis	<b>4.A:</b> Analyze the effects of language usage and stylistic features in Latin texts.	<b>4.A.i:</b> Analyze the effects of language usage (e.g., word choice, ambiguity, word order). <b>4.A.ii:</b> Analyze the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices).



## TEACHER TALK

These chapters present the exciting rivalry of Pullo and Vorenus: whether or not these two really existed, they provide a wonderful set piece within the narrative that should resonate with students. Students surely can see the lesson that “real” Romans, even if rivals, should unite for the safety of each other and their camp, just as team members are supposed to work hard and play hard on behalf of their teammates and school, setting aside personal tensions once they are engaged on the field of play. What other “minor” characters lend a fuller picture of camp life and the war as a whole in this unit? Caesar continues his positive portrayal of a leader in recounting Cicero’s clever way of getting a message to his commander. Students should work to articulate what stylistic features Caesar uses in this section to heighten the intensity of the scene. They should also apply their knowledge about and identification of those stylistic features to better understand a text and to support arguments they make in their essays.

# Reading: Book 5, Chapters 46–48

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.H:</b> Identify references to Roman culture, history, and mythology in Latin texts.	<b>1.H.i:</b> Identify references to Roman culture (e.g., <i>Penates</i> , <i>centurio</i> , <i>virtus</i> , <i>pietas</i> ) in Latin texts. <b>1.H.ii:</b> Identify references to Roman history (e.g., Augustus, invasion of Britain) in Latin texts. <b>1.H.iii:</b> Identify references to Greco-Roman mythology (e.g., Jupiter and Venus) in Latin texts.
<b>5:</b> <i>Argumentation</i>	<b>5.E:</b> Use contextual knowledge and references to support the analysis.	N/A



## TEACHER TALK

Having set up the incredible danger of the situation, the desperation of the camp, the way the leader of a winter camp should behave, and the heroics of the common soldiers involved, Caesar has a narrative arc primed to showcase his own speed and ingenuity in getting a message back to Cicero. In looking at Units 6 and 7 in tandem, there are many ways to round out discussion and focus review on Caesar’s prose style and shape of the narrative. One important point to emphasize for students is the use of contextual knowledge—which grows with each new reading—to support their arguments as they write and revise their essays. Teachers can ask students what references to Roman culture, history, and mythology they can identify and how those references might help them to better understand the passages they have read or might encounter in sight reading. In planning the unit, consider what overall review of vocabulary, syntax, and other skills students will need as they consolidate the material.

# Reading: Book 6

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.D:</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.	<b>1.D.i:</b> Paraphrase text that reflects knowledge of syntax. <b>1.D.ii:</b> Write literal translation of text that reflects knowledge of syntax. <b>1.D.iii:</b> Write response that reflects knowledge of syntax.
<b>3: Contextualization</b>	<b>3.E:</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.	<b>3.E.i:</b> Identify elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.E.ii:</b> Explain mythology and legends as relevant to the Latin texts. <b>3.E.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to mythology and legends.



## TEACHER TALK

Students now have an opportunity to read Book 6 in English. Because the Latin for this book was presented previously in Unit 2, this is an excellent time to ask students to reread the Latin text, perhaps assigning the chapters to individual students or pairs to take their peers back through the material. This approach gives students a chance to generate for themselves a list of syntactical structures they still need to review. Not only can students review information on the Gauls, they now can contrast it with that of the Germans and discuss both in light of Roman culture itself. Ask why Caesar, in the midst of the Gallic revolt, takes the time to include this information for his readers. Book 6 provides one of the few opportunities to discuss mythology in Caesar, and there are a multitude of ways the combination of Latin, English readings, and previously read material can be used to help students enhance their skills.

# Reading: Book 7

Skill Category	Skill	Learning Objective
<b>3:</b> Contextualization	<b>3.A:</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.	<p><b>3.A.i:</b> Identify influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge.</p> <p><b>3.A.ii:</b> Explain the roles of influential people in Roman history as relevant to the Latin texts.</p> <p><b>3.A.iii:</b> Explain key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts.</p> <p><b>3.A.iv:</b> Connect information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history.</p>
<b>5:</b> Argumentation	<b>5.A:</b> Articulate a defensible claim or thesis.	N/A



## TEACHER TALK

While students are reading Book 7 in English, teachers can also give them a chance to review the story as a whole. Remind them that, although they have read portions of the *Gallic War* over the course of this year, the book itself was seven years in the making. Depending on what specific assessment or assignment is required for Book 7, in-class time could be devoted to a review of the techniques of reading Latin at sight. It would also be useful to remind students of the steps in creating claims for an essay prompt. There are many potential topics for supplementary study, review, and discussion: What influential people and key historical events will students need to learn about to demonstrate understanding of the Latin texts? How do scholars fill in the gaps of Caesar's account in order to provide a full picture of the story? What images or descriptions of the archaeological remains at Alesia would assist the students in envisioning the final siege? How did the Roman people view this war? How deep is students' understanding of the realities of the years of war in Gaul, Germany, and Britain for the inhabitants of those countries?

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## AP LATIN

# UNIT 8

# Vergil, *Aeneid*, BOOKS 6, 8, AND 12



**~12–13**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

### **Personal Progress Check 8**

**Multiple-choice: ~20 questions**

**Free-response: 3 questions**

- Translation: Vergil
- Short-answer: Vergil
- Analytical Essay

# Vergil, *Aeneid*, BOOKS 6, 8, AND 12

**THEMES***Literary Style and**Genre* **LIT***History and**Memory* **HIS***Human Beings and**the Gods* **HBG****ESSENTIAL  
QUESTIONS**

- How do mythology, philosophy, and history fit into Vergil's account of the Underworld?
- Do we learn anything about Roman religion from Vergil's depiction?
- How does lingering on stories like the history of Mezentius enhance the brutality of the battlefield narrative?
- What views of friendship and family develop for the Roman world? Why do the ancients seem to think that rage is a heroic quality?
- Was fate or the gods in charge of the narrative?

## Developing Understanding

This final unit returns to Vergil and the themes of literary style and genre and of human beings and the gods. The Latin in this section takes us to the shores of Acheron and explores the pathos of encountering the unburied dead. We meet Charon, navigate the Styx, and see the Underworld's guardian, Cerberus. While on his journey, Aeneas sees Dido and makes his final attempt at reconciliation with her. His father, Anchises, appears to him and shows him the future glory of the Romans. Finally, Aeneas and the Sibyl depart the Underworld through the gate of ivory.

By reading Books 6, 8, and 12 in English, teachers can help students explore how Vergil combines mythology, philosophy, and Roman history; investigate Vergil's portrayal of the people inhabiting the future site of Rome as Aeneas struggles to save his men from war; and consider again the motivations and machinations of the gods. The death of Turnus is an uncomfortable last image for the epic, but one that is true to Vergil's portrayal of war's destructiveness.

## Building Course Skills

Students are by now highly proficient in the skills built in previous units. In this unit, the emphasis is on demonstrating overall comprehension of passages and identifying references to Roman culture, history, and mythology in Latin texts. Students should continue to be given frequent practice on literal translation of sight reading as they work to analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture. Students should also practice full versions of individual free-response questions to gauge appropriate pacing. Teachers should continue to review test taking tips and strategies as well as go over the formal format of the exam and exam day schedule so that students are comfortable with the formal procedures of the AP Exam.

## Preparing for the AP Exam

To prepare for Question 4 of the free-response section, students should step back from literal translation to express more general comprehension of lines and passages. They should also be able to identify syntax and grammatical constructions as well as contextual connections present in the readings. To prepare for Question 3, students can practice quickly reading Latin passages and outlining an answer to an essay prompt. Teachers can encourage students to tie their analysis, conclusions, and appropriate contextual references to specific citations and not to rely on single words or depend on impressions of stylistic approaches.

## UNIT AT A GLANCE

This page shows the required readings for this unit along with the required skills. You are free to set your own pace and use this content in whatever way works best for your course.

### Required Reading

#### Vergil, *Aeneid*, BOOKS 6, 8, AND 12

- Book 6, lines 295–332
- Book 6, lines 384–425
- Book 6, lines 450–476
- Book 6, lines 847–899
- Students read Books 6, 8, and 12 in English.

Required Skill Categories	Required Skills
<b>1: Reading and Comprehension</b>	<b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts. <b>1.E</b> Scan dactylic hexameter in Latin poetry. <b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts. <b>1.I</b> Demonstrate overall comprehension of passages in Latin texts.
<b>2: Translation</b>	<b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English. <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.
<b>3: Contextualization</b>	<b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts. <b>3.B</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.
<b>4: Textual Analysis</b>	<b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts. <b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
<b>5: Argumentation</b>	<b>5.B</b> Support the argument using relevant evidence from Latin texts and readings in English. <b>5.E</b> Use contextual knowledge and references to support the analysis.

The table below offers sample pairings of content and skills to get started teaching this unit. The pages that follow focus on each reading for this unit, with suggested skills and their associated learning objectives. Teaching tips offer ideas for helping students get the most out of the reading as they build skills to succeed in the course and on the Exam. Note that even though instruction naturally focuses on the development of multiple skills, the suggested pairings highlight specific skills included in this unit's Personal Progress Checks.

## Suggested Pairings

Reading	Skills
Book 6, lines 295–332	<b>1.C</b> Use specific terminology to identify grammatical forms and syntactic structures. <b>2.A</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.
Book 6, lines 384–425	<b>1.D</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts. <b>2.C</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.
Book 6, lines 450–476	<b>1.E</b> Scan dactylic hexameter in Latin poetry. <b>2.D</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English. <b>3.A</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.
Book 6, lines 847–899	<b>1.I</b> Demonstrate overall comprehension of passages in Latin texts. <b>5.E</b> Use contextual knowledge and references to support the analysis.
Book 8	<b>1.H</b> Identify references to Roman culture, history, and mythology in Latin texts. <b>4.B</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
Book 12	<b>3.B</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts. <b>4.A</b> Analyze the effects of language usage and stylistic features in Latin texts. <b>5.B</b> Support the argument using relevant evidence from Latin texts and readings in English.

 Go to [AP Classroom](#) to assign the Personal Progress Check for Unit 8. Review the results in class to identify and address any student misunderstandings.

# Reading: Book 6, lines 295–332

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.C:</b> Use specific terminology to identify grammatical forms and syntactic structures.	<b>1.C.i:</b> Identify grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs—see terminology list). <b>1.C.ii:</b> Identify syntactic structures (e.g., indirect statement—see terminology list).
<b>2: Translation</b>	<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	<b>2.A.i:</b> Create rendering in English that reflects an appropriate meaning of the Latin words. <b>2.A.ii:</b> Create rendering in English that reflects the parts of speech of the Latin words.



## TEACHER TALK

It would be a good idea to review Book 5 with students before getting into the English readings of Book 6 and leading into the Latin lines here. The Temple at Cumae and the Sibyl, Aeneas’s reaction to the prophecy and request to enter the Underworld, and the preparations for that trip, including the scene with the Golden Bough, all provide useful points of discussion about Vergil’s use of Greek mythological material. In approaching this last unit, what Vergilian vocabulary do the students need to review or learn in order to be able to translate the author? Can students apply the skills they have developed, especially in Units 6 and 7 on Caesar, to use specific terminology to identify grammatical forms and syntactic structures in Vergil? Turning to discussion of the Latin, teachers can ask students to contrast the portrayal of the rough, elderly Charon to that of the lovely Dido or handsome Aeneas they met going to the hunt in Book 4.

# Reading: Book 6, lines 384–425

Skill Category	Skill	Learning Objective
<b>1: Reading and Comprehension</b>	<b>1.D:</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.	<b>1.D.i:</b> Paraphrase text that reflects knowledge of syntax. <b>1.D.ii:</b> Write literal translation of text that reflects knowledge of syntax. <b>1.D.iii:</b> Write response that reflects knowledge of syntax.
<b>2: Translation</b>	<b>2.C:</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.	<b>2.C.i:</b> Create rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns and their antecedents, subordinate clauses). <b>2.C.ii:</b> Create rendering in English that reflects the relationships between clauses.



## TEACHER TALK

Teachers can have students read the English to discover what happened between the last reading and this one and, perhaps, use lines for sight-reading practice if time allows. Make sure students know the Homeric precedent for Palinurus and how Vergil improves on the sacrificial death of that character. In approaching the Latin here, teachers can point out how many references to previous authors and stories about the Underworld Vergil is able to pack into these lines. What other pieces of literature and what other myths are contained in his account? Students can be reminded at this point that the traditions of ancient literature meant that the references were a respected approach in antiquity due to the erudition they imply. What items of Latin syntax do students need to review in order to comprehend these lines, and how do they demonstrate knowledge of this grammar in their literal translations? The complexity of the appearance of the Golden Bough can serve as a good test of their readiness with these skills.

# Reading: Book 6, lines 450–476

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.E:</b> Scan dactylic hexameter in Latin poetry.	<b>1.E.i:</b> Identify the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision). <b>1.E.ii:</b> Mark scansion of dactylic hexameter. <b>1.E.iii:</b> Determine vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words).
<b>2:</b> Translation	<b>2.D:</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	<b>2.D.i:</b> Create rendering in English of Latin constructions that demonstrates understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives).
<b>3:</b> Contextualization	<b>3.A:</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.	<b>3.A.i:</b> Identify influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.A.ii:</b> Explain the roles of influential people in Roman history as relevant to the Latin texts. <b>3.A.iii:</b> Explain key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts. <b>3.A.iv:</b> Connect information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history.



## TEACHER TALK

The small passage to read in English before the next Latin lines provides another chance for extra practice, seen or at sight, with Vergil's Latin. The required lines in Latin, which include the last appearance of Dido and Aeneas's final plea for forgiveness, supply a coda for and a chance to review the events of that book. Does Aeneas's apology for those he has hurt on his mission change the hero in the view of the students? As students approach exam time, teachers can check on how they are doing in demonstrating differences in Latin and English usages in their translations. How much work do they need on scansion in order to be ready for the questions on the AP Exam, and are they familiar with the two formats of those questions (multiple choice and free response)? This reading also provides a chance to preview some of the many influential people and historical events that Vergil includes in the passages students will read in English before the next required lines of Latin.

# Reading: Book 6, lines 847–899

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Reading and Comprehension</i>	<b>1.I:</b> Demonstrate overall comprehension of passages in Latin texts.	<b>1.I.i:</b> Respond to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage). <b>1.I.ii:</b> Summarize or paraphrase to reflect overall comprehension of the passage. <b>1.I.iii:</b> Write translation that reflects overall comprehension of the passage. <b>1.I.iv:</b> Respond to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise).
<b>5:</b> <i>Argumentation</i>	<b>5.E:</b> Use contextual knowledge and references to support the analysis.	N/A



## TEACHER TALK

The readings in English include the Sibyl's description of Tartarus and the approach to Elysium, and teachers should help students to see how Vergil's intricate but purely mythological portrayal of the Underworld gives way to something even more complex. By including the parade of heroes and the idea of those souls yet traveling to the world of the living, Vergil combines Roman history and Greek philosophy in his account. In fact, after finishing the English readings, some students may be interested in reading Plato's *Myth of Er*, which is approachable and not too long. What, if anything, in Book 6 reflects Roman religious beliefs? With the last Latin lines, students are introduced to the gates of horn and ivory. As students step back to show comprehension of these lines, what knowledge of mythology, culture, and history aid them in their overall understanding? In thinking about essay writing, teachers can review the basics of creating a claim, supporting it with specific Latin text, and fully articulating inferences, while also remembering the importance of contextual knowledge in supporting the analysis.

# Reading: Book 8

Skill Category	Skill	Learning Objective
<b>1:</b> Reading and Comprehension	<b>1.H:</b> Identify references to Roman culture, history, and mythology in Latin texts.	<b>1.H.i:</b> Identify references to Roman culture (e.g., <i>Penates</i> , <i>centurio</i> , <i>virtus</i> , <i>pietas</i> ) in Latin texts.
<b>4:</b> Textual Analysis	<b>4.B:</b> Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.	<b>4.B.i:</b> Analyze the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the <i>signa</i> ; cultural practices such as military techniques; cultural perspectives such as <i>virtus</i> , <i>dignitas</i> , <i>pietas</i> , <i>auctoritas</i> ).



## TEACHER TALK

Before reading Book 8 in English, teachers will want to recap the events of Book 7 so that students understand how Aeneas went from such a powerfully positive prophecy at the end of Book 6 to needing allies for a war in Book 8. Mythology and omens continue to play an important part in this book with Aeneas's dream of Tiberinus, the actions of his mother, Venus, and the artistic genius of her husband, Vulcan, with the presentation of the shield. Teachers can discuss the rhetorical device *ekphrasis* and ask students how it is used to reinforce the importance of history and prophecy as Vergil once again portrays the fated rise of the Romans. Students can analyze these readings based on their knowledge of the products, practices, and perspectives of Roman culture as practice for the same sort of work they will do with Latin texts. How do these three elements relate to one another? If possible, include sight-reading work and remind students how knowledge of mythology, culture, and history can aid them in their overall comprehension of sight passages.

# Reading: Book 12

Skill Category	Skill	Learning Objective
<b>3:</b> Contextualization	<b>3.B:</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.	<b>3.B.i:</b> Identify Roman political ideas (e.g., <i>libertas</i> , <i>pietas</i> , <i>virtus</i> ) not directly stated in the Latin texts, based on context or outside knowledge. <b>3.B.ii:</b> Explain Roman political ideas as relevant to the Latin texts. <b>3.B.iii:</b> Connect information in the required English readings to information in the Latin texts, as relevant to Roman political ideas.
<b>4:</b> Textual Analysis	<b>4.A:</b> Analyze the effects of language usage and stylistic features in Latin texts.	<b>4.A.i:</b> Analyze the effects of language usage (e.g., word choice, ambiguity, word order). <b>4.A.ii:</b> Analyze the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices).
<b>5:</b> Argumentation	<b>5.B:</b> Support the argument using relevant evidence from Latin texts and readings in English.	N/A



## TEACHER TALK

Before reading Book 12 in English, students should familiarize themselves with the basic narrative of Books 9–11. This can be through student presentations, a teacher’s summary, or simply reading an outline. What knowledge of Roman political ideas might inform the reading of Book 12? What material do students need to review to help them with sight-reading passages or cultural questions on the AP Exam? In reviewing the skills of essay writing, teachers can remind students to support their claims with firm evidence, asking them how analysis of the effects of language usage and stylistic features or cultural material can further support their arguments. In turning to discussion of the plot, how does this war over a bride circle back to the origins of the ordeals of the Trojans? How do the scenes with Nisus and Euryalus or Mezentius and Lausus heighten the tragedy of the war? What about Pallas and Evander or Juturna’s love for her brother? In the end, how did fate lead Aeneas through his trials, what gods either supported or hindered him, and what were their motivations? What do the students make of Aeneas after the last scene, especially in light of ancient portrayals of rage and the madness of war?

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**AP LATIN**

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# Achievement Level Descriptions



# Introduction

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*The Achievement Level Descriptions define how well student performance meets learning objectives in each skill category. Due to the interrelated nature of the skills, all the achievement level descriptions work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student’s ultimate score on the AP Exam, AP teachers can use this information to develop better insight into individual student performance and adjust their curriculum and instruction accordingly.*

The AP Latin course and exam target a range of student performance so that all students can experience success in some or most skills. The Achievement Level Descriptions (ALDs) provide detailed expectations for performance in each skill at each level so both students and teachers can understand what typical performance is required for skills at each different level. Teachers and students can use them to develop strategies for moving to the next level of performance. It is important to remember that students’ ability to function in each skill may be different; for example, a student may perform at an ALD skill level of 4 in reading and comprehension but may be at the 3 level in textual analysis.

Across the spectrum of the course’s skills we have also defined each skill in the range of three skill levels:

- **E:** Emerging. Students are generally performing at ALD level 2.
- **P:** Proficient. Students are generally performing in the range of ALD levels 3–4.
- **A:** Advanced. Students are generally performing in the range of ALD levels 4–5.

This graphic shows the progression of ALDs in relation to their E/P/A designation:





# Achievement Level Descriptions

## Reading and Comprehension 1

Read and comprehend Latin poetry and prose.

### SKILLS

- 1.A** Demonstrate knowledge of Latin vocabulary.
- 1.B** Explain the meaning of Latin words and phrases in context.
- 1.C** Use specific terminology to identify grammatical forms and syntactic structures.
- 1.D** Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.
- 1.E** Scan dactylic hexameter in Latin poetry.
- 1.F** Read Latin poetry and prose aloud with attention to linguistic and artistic qualities.
- 1.G** Identify stylistic features in Latin poetry and prose.
- 1.H** Identify references to Roman culture, history, and mythology in Latin texts.
- 1.I** Demonstrate overall comprehension of passages in Latin texts.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
<b>CONTENT</b>				
Unable to demonstrate comprehension of Latin passages.	Generally unable to demonstrate overall comprehension of Latin passages.	Demonstrates overall comprehension of Latin passages primarily by responding correctly to factual questions; limited success in responding to interpretive questions.	Demonstrates overall comprehension of Latin passages by consistently responding correctly to both factual and interpretive questions, though likely to commit errors in answering sophisticated interpretive questions.	Demonstrates overall comprehension of Latin passages by consistently responding correctly to both factual and interpretive questions, including questions requiring more advanced interpretive ability (e.g., tone, irony).
Rarely able to demonstrate comprehension of high-frequency Latin words and isolated phrases.	Able to demonstrate comprehension of a variety of high-frequency Latin words and isolated phrases by selecting an accurate English translation.	Demonstrates comprehension of simple Latin phrases by selecting an accurate English translation or paraphrase; limited success in doing so for a complex Latin phrase.	Demonstrates comprehension of simple and complex Latin phrases by consistently selecting an accurate English translation or paraphrase; occasionally may misinterpret a more complex phrase.	Demonstrates comprehension of simple and complex Latin phrases by consistently selecting an accurate English translation or paraphrase.

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## Reading and Comprehension 1

Read and comprehend Latin poetry and prose.

### SKILLS

- 1.A** Demonstrate knowledge of Latin vocabulary.
- 1.B** Explain the meaning of Latin words and phrases in context.
- 1.C** Use specific terminology to identify grammatical forms and syntactic structures.
- 1.D** Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.
- 1.E** Scan dactylic hexameter in Latin poetry.
- 1.F** Read Latin poetry and prose aloud with attention to linguistic and artistic qualities.
- 1.G** Identify stylistic features in Latin poetry and prose.
- 1.H** Identify references to Roman culture, history, and mythology in Latin texts.
- 1.I** Demonstrate overall comprehension of passages in Latin texts.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 <small>EMERGING</small>	STUDENT RECEIVING A SCORE OF 3 <small>PROFICIENT</small>	STUDENT RECEIVING A SCORE OF 4 <small>ADVANCED</small>	STUDENT RECEIVING A SCORE OF 5
<b>CONTENT</b>				
Sometimes able to demonstrate understanding of basic grammatical relationships in basic sentences.	Demonstrates understanding of basic grammatical relationships (e.g., noun-adjective agreement) in sentences with straightforward syntax.	Demonstrates understanding of a variety of grammatical relationships in sentences with straightforward syntax; occasionally can do so for more complex sentences.	Demonstrates understanding of a wide variety of grammatical relationships, even in sentences with complex syntax; occasionally, may misinterpret a grammatical relationship in a more complex phrase.	Demonstrates understanding of a wide variety of grammatical relationships (e.g., what words in the sentence determine the case and number of a particular noun or adjective, or types of subordinate clauses), even in sentences with complex syntax.
Generally unable to demonstrate the ability to distinguish between easily confused words.	Demonstrates isolated ability to distinguish between easily confused Latin words.	Demonstrates literal comprehension of a wide variety of vocabulary; limited success in understanding figurative meanings in context; only able to occasionally distinguish between easily confused Latin words.	Demonstrates comprehension of a wide variety of vocabulary, including literal and figurative meanings in context; occasionally can distinguish between easily confused Latin words.	Consistently able to distinguish between easily confused Latin words (e.g., <i>pontum</i> and <i>pontem</i> ).

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## Reading and Comprehension 1

Read and comprehend Latin poetry and prose.

### SKILLS

- 1.A** Demonstrate knowledge of Latin vocabulary.
- 1.B** Explain the meaning of Latin words and phrases in context.
- 1.C** Use specific terminology to identify grammatical forms and syntactic structures.
- 1.D** Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.
- 1.E** Scan dactylic hexameter in Latin poetry.
- 1.F** Read Latin poetry and prose aloud with attention to linguistic and artistic qualities.
- 1.G** Identify stylistic features in Latin poetry and prose.
- 1.H** Identify references to Roman culture, history, and mythology in Latin texts.
- 1.I** Demonstrate overall comprehension of passages in Latin texts.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
<b>CONTEXTUALIZATION</b>				
Occasionally identifies references to Roman culture, mythology, and history in the required Latin texts that are commonly known and stated directly; relies on glosses to guess about contextual questions.	Identifies only those references to Roman culture, mythology, and history in the required Latin texts that are most commonly known and/or stated directly; tends to rely on glosses to make guesses about contextual questions.	Consistently identifies a variety of commonly known references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts when the references are stated directly in the Latin passage; has limited success when the references are implied.	Consistently identifies a wide variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts when the references are stated directly; occasionally misinterprets references that are implied in the passage.	Identifies a wide variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin even when the references are implied in the passage instead of stated directly.
<b>TERMINOLOGY</b>				
Demonstrates inconsistent knowledge of a limited range of terms to identify basic grammatical and syntactic structures (e.g., subject).	Demonstrates knowledge of a limited range of terms to identify a few simple grammatical and syntactic structures (e.g., subject of a finite verb, direct object).	Demonstrates knowledge of terms to identify a variety of simple grammatical and syntactic structures (e.g., relative clause), and some complex structures (e.g., ablative absolute).	Demonstrates knowledge of terms by identifying or describing a variety of grammatical and syntactic structures, including simple and complex structures.	Demonstrates knowledge of terms by identifying or describing a wide variety of grammatical and syntactic structures, including simple (e.g., tense and voice) and complex structures (e.g., indirect statement).

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## Reading and Comprehension 1

Read and comprehend Latin poetry and prose.

### SKILLS

- 1.A Demonstrate knowledge of Latin vocabulary.
- 1.B Explain the meaning of Latin words and phrases in context.
- 1.C Use specific terminology to identify grammatical forms and syntactic structures.
- 1.D Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.
- 1.E Scan dactylic hexameter in Latin poetry.
- 1.F Read Latin poetry and prose aloud with attention to linguistic and artistic qualities.
- 1.G Identify stylistic features in Latin poetry and prose.
- 1.H Identify references to Roman culture, history, and mythology in Latin texts.
- 1.I Demonstrate overall comprehension of passages in Latin texts.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
<b>TERMINOLOGY</b>				
Demonstrates inconsistent knowledge of appropriate terms to identify only a few basic elements of literary style or linguistic or structural figures; unable to identify more sophisticated elements of literary style.	Demonstrates knowledge of appropriate terms to identify a few basic elements of literary style, mainly linguistic or structural figures (e.g., alliteration, anaphora); generally unable to identify more sophisticated elements of literary style such as rhetorical devices (e.g., hyperbole).	Uses appropriate terms to identify a variety of basic elements of literary style and some more sophisticated elements (e.g., metaphor); makes some errors in using terminology.	Uses appropriate terms to identify a wide variety of elements of literary style, including basic and more sophisticated elements; occasionally makes errors in using terminology.	Uses appropriate terms to identify a wide variety of elements of literary style, including basic (e.g., anaphora, apostrophe) and more sophisticated elements (e.g., hyperbole); rarely makes errors in using terminology.
<b>SCANSION</b>				
Identifies a few basic metrical components of dactylic hexameter.	Identifies most basic metrical components of dactylic hexameter (e.g., dactyl, spondee).	Identifies long and short feet of a dactyl and a spondee.	Usually identifies the metrical components of dactylic hexameter (dactyl, spondee, elision).	Consistently identifies the metrical components of dactylic hexameter (dactyl, spondee, elision).
Inconsistently scans only a couple of feet within a dactylic hexameter line; inconsistently able to do so where there are no elisions.	Accurately scans a couple of feet within a dactylic hexameter line; generally able to do so where there are no elisions.	Accurately scans some metrical patterns in dactylic hexameter, including lines where elisions occur with adjacent vowels.	Accurately scans dactylic hexameter, though may commit errors in scanning lines where there is consonantal <i>i</i> or elision over an <i>m</i> or <i>h</i> .	Accurately scans dactylic hexameter, including lines where there is consonantal <i>i</i> or elision over an <i>m</i> or <i>h</i> .
Generally unable to identify vocabulary and grammatical and syntactical relationships based on scansion.	Able to identify only isolated vocabulary and grammatical and syntactical relationships based on scansion.	Inconsistently able to identify vocabulary and grammatical and syntactical relationships based on scansion.	Usually able to identify vocabulary and grammatical and syntactical relationships based on scansion.	Consistently able to identify vocabulary and grammatical and syntactical relationships based on scansion.

**Translation 2**

Translate Latin texts into English.

**SKILLS**

- 2.A** Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.
- 2.B** Demonstrate knowledge of Latin morphology when translating Latin texts into English.
- 2.C** Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.
- 2.D** Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.

**STUDENT RECEIVING A SCORE OF 1****STUDENT RECEIVING A SCORE OF 2  
EMERGING****STUDENT RECEIVING A SCORE OF 3  
PROFICIENT****STUDENT RECEIVING A SCORE OF 4****STUDENT RECEIVING A SCORE OF 5  
ADVANCED****VOCABULARY IN CONTEXT**

Demonstrates occasional understanding of basic Latin words in prepared passages.

Consistently misconstrues uncommon or easily confused words, and also omits entire words and phrases.

Rarely selects possible meaning of a word that is appropriate to the context.

Generally uses only memorized phrases out of context.

Demonstrates understanding of the meanings of only basic Latin words in the prepared passages.

Often misconstrues uncommon or easily confused words, and often omits words and phrases, including enclitics and correlatives.

Occasionally selects a possible meaning of a word that is inappropriate to the context.

Tends to include memorized phrases out of context in translations.

Demonstrates understanding of most common Latin words in prepared passages as used in context.

Though vocabulary in translations is generally accurate, occasionally misconstrues or omits uncommon or easily confused words.

Occasionally selects a possible meaning of a Latin word that is inappropriate to the context.

Demonstrates understanding of the meanings of all common words and several low-frequency words in prepared Latin passages as used in context.

Generally able to produce acceptable translations for easily confused words and words with several meanings

Demonstrates understanding of the meanings of virtually all words in prepared Latin passages as used in context, even uncommon words, easily confused words, and words with several meanings.

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## Translation 2

Translate Latin texts into English.

### SKILLS

- 2.A** Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.
- 2.B** Demonstrate knowledge of Latin morphology when translating Latin texts into English.
- 2.C** Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.
- 2.D** Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
<b>MORPHOLOGY</b>				
Unable to render parts of speech accurately.	Generally unable to render various parts of speech accurately.	Occasionally renders various parts of speech accurately.	Frequently renders various parts of speech accurately.	Consistently renders various parts of speech accurately.
Consistently makes errors in rendering the mood, voice, and number of verbs—or case, gender, and number of nouns, pronouns, and adjectives.	Frequently commits errors in rendering the tense, mood, voice, and number of verbs—or the case, gender, and number of nouns, pronouns, and adjectives.	Frequently renders accurately the tense, mood, voice, and number of verbs—and case, gender, and number of nouns, pronouns, and adjectives.	Consistently renders accurately the tense, mood, voice, and number of verbs—and the case, gender, and number of nouns, pronouns, and adjectives, though may commit errors in rendering uncommon or ambiguous forms.	Consistently render the tense, mood, voice, and number of verbs—and the case, gender, and number of nouns, pronouns, and adjectives—accurately, even those with uncommon or ambiguous forms
Generally misconstrues and omits words that have uncommon or ambiguous forms; consistently relies on word order rather than word endings to determine grammatical relationships among words.	Often misconstrues or omits words that have uncommon or ambiguous forms; often relies on word order rather than word endings to determine grammatical relationships among words.	Occasionally misconstrues or omits words that have uncommon or ambiguous forms.	Consistently produces literal translations, though the precision of the translation (i.e., showing understanding of the Latin morphology) may not be consistent throughout an assigned passage.	Consistently produces precise and literal translations of assigned passages.

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## **Translation 2**

Translate Latin texts into English.

### **SKILLS**

- 2.A** Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.
- 2.B** Demonstrate knowledge of Latin morphology when translating Latin texts into English.
- 2.C** Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.
- 2.D** Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.

<b>STUDENT RECEIVING A SCORE OF 1</b>	<b>STUDENT RECEIVING A SCORE OF 2 EMERGING</b>	<b>STUDENT RECEIVING A SCORE OF 3 PROFICIENT</b>	<b>STUDENT RECEIVING A SCORE OF 4 ADVANCED</b>	<b>STUDENT RECEIVING A SCORE OF 5</b>
<b>GRAMMAR AND SYNTAX</b>				
Inconsistently demonstrates understanding of even the most basic Latin grammatical constructions in prepared passages.	Demonstrates understanding of the most basic Latin grammatical constructions in prepared passages.	Demonstrates understanding of most Latin grammatical constructions, though occasionally misconstrues uncommon or especially complex grammatical constructions.	Demonstrates understanding of Latin grammatical constructions, including several uncommon and complex constructions.	Demonstrates a thorough understanding of Latin grammatical constructions, including uncommon and complex constructions.
Generally unable to demonstrate understanding of how individual grammatical constructions fit into the structure of a sentence as a whole.	Often unable to demonstrate understanding of how individual grammatical constructions fit into the structure of a sentence as a whole.	Frequently demonstrates understanding of how individual grammatical constructions fit into the structure of the sentence as a whole.	Generally demonstrates understanding of how individual grammatical constructions fit into the structure of the sentence as a whole.	Consistently demonstrates understanding of how individual grammatical constructions fit into the structure of the sentence as a whole.
<b>LATIN AND ENGLISH USAGES</b>				
Consistently unable to demonstrate understanding of the differences between Latin and English usages.	Demonstrates little understanding of the differences between Latin and English usages.	Frequently demonstrates understanding of English grammatical constructions that are similar to Latin; occasionally fails to use appropriate English constructions and idioms to render Latin constructions that cannot be translated literally and meaningfully.	Generally able to use appropriate English constructions and idioms to render Latin constructions that cannot be translated literally and meaningfully.	Consistently uses appropriate English constructions and idioms to render Latin constructions that cannot be translated literally and meaningfully.



# Achievement Level Descriptions

## Contextualization 3

Relate Latin texts to Roman historical, cultural, and literary contexts.

### SKILLS

- 3.A Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.
- 3.B Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.
- 3.C Relate Roman cultural products in Latin texts to perspectives of Roman culture.
- 3.D Relate Roman cultural practices in Latin texts to perspectives of Roman culture.
- 3.E Use knowledge of mythology and legends to demonstrate understanding of Latin texts.
- 3.F Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
<b>USE OF CONTEXTUAL KNOWLEDGE</b>				
Occasionally identifies references to Roman culture, mythology, and history in the required Latin texts that are commonly known and stated directly; relies on glosses to guess about contextual questions.	Identifies only those references to Roman culture, mythology, and history in the required Latin texts that are most commonly known and that are stated directly; tends to rely on glosses to make guesses about contextual questions.	Consistently identifies a variety of commonly known references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts when the references are stated directly in the Latin passage, but with limited success when the references are implied.	Consistently identifies a wide variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts when the references are stated directly; occasionally misinterprets references that are implied in the passage.	Identifies a wide variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts; the references may be implied in the passage instead of stated directly.

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**Textual Analysis 4**

Analyze linguistic and literary features of Latin texts.

**SKILLS**

- 4.A** Analyze the effects of language usage and stylistic features in Latin texts.
- 4.B** Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
  
- 5.A** Articulate a defensible claim or thesis.
- 5.B** Support the argument using relevant evidence from Latin texts and readings in English.
- 5.C** Use accurate, specific, and relevant references to Latin texts.
- 5.D** Use reasoning to draw conclusions and make inferences based on textual features.
- 5.E** Use contextual knowledge and references to support the analysis.

**Argumentation 5**

Develop an argument that analyzes Latin poetry and/or prose.

**STUDENT RECEIVING A SCORE OF 1****STUDENT RECEIVING A SCORE OF 2  
EMERGING****STUDENT RECEIVING A SCORE OF 3  
PROFICIENT****STUDENT RECEIVING A SCORE OF 4****STUDENT RECEIVING A SCORE OF 5****DEVELOPMENT OF AN ARGUMENT**

Generally unable to offer comments related to the argument.

May offer comments that are vague or even unrelated to the argument.

Provides evidence of organization in an argument that states main ideas clearly and provides some supporting details. Argument may not be well developed; may tend to oversimplify or exaggerate the premise on which analysis is based.

Employs a coherent, logical structure in an analysis of the passage(s) that is competent and generally accurate, though perhaps without displaying a nuanced understanding of the passage(s).

Employs a coherent, logical structure in an analysis that demonstrates a balanced, nuanced understanding of the passage(s).

Unsuccessfully attempts to summarize passages, randomly selects details that are not connected to the passage(s).

Attempts to summarize the passage(s), but may do so in a disorganized or confusing manner, presenting select details that may not be connected to a main idea for an argument.

May rely on isolated parts of the passage(s) to develop an argument; tends to rely on a summary of the passage(s) to complete the assigned task.

States main ideas clearly, provide some supporting details, and uses evidence from throughout the passage(s) in support of the argument.

States main ideas clearly, provides full supporting details, and uses evidence from throughout the passage(s) in support of the argument.

Work generally does not address the prompt.

Produces work that only partially addresses the prompt.

Produces work that addresses most parts of the prompt.

Goes beyond summarizing to produce a textual analysis that addresses all parts of the prompt.

Produces a textual analysis that addresses all parts of the prompt.

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## Textual Analysis 4

Analyze linguistic and literary features of Latin texts.

### SKILLS

- 4.A** Analyze the effects of language usage and stylistic features in Latin texts.
- 4.B** Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.

## Argumentation 5

Develop an argument that analyzes Latin poetry and/or prose.

### SKILLS

- 5.A** Articulate a defensible claim or thesis.
- 5.B** Support the argument using relevant evidence from Latin texts and readings in English.
- 5.C** Use accurate, specific, and relevant references to Latin texts.
- 5.D** Use reasoning to draw conclusions and make inferences based on textual features.
- 5.E** Use contextual knowledge and references to support the analysis.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 <small>EMERGING</small>	STUDENT RECEIVING A SCORE OF 3 <small>PROFICIENT</small>	STUDENT RECEIVING A SCORE OF 4 <small>ADVANCED</small>	STUDENT RECEIVING A SCORE OF 5
<b>USE OF LATIN TEXTUAL EXAMPLES</b>				
Generally unable to cite Latin words or short phrases from passage(s).	Tends to support the discussion of the passage(s) by citing individual Latin words or short phrases taken out of context.	Accurately paraphrases or correctly translates Latin from some parts of the passage(s) in support of the analysis.	Accurately paraphrases or correctly translates Latin from some parts of the passage(s).	Accurately paraphrases or correctly translates Latin from throughout the passage(s).
Generally unable to cite Latin from the passage(s) and demonstrates little or no understanding of the passage(s).	May produce a generally accurate summary of isolated parts of the assigned passage(s) with no Latin cited at all; may base response on a clearly inaccurate understanding of the Latin in the passage(s).	May paraphrase or translate the Latin with accuracy but inconsistently apply citations to the analysis; may analyze the passage(s) well but provide few relevant Latin examples in support.	Applies specific and generally relevant Latin citations to support the analysis.	Effectively applies specific and relevant Latin citations from the passage(s) to support the analysis.

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## **Textual Analysis** 4

Analyze linguistic and literary features of Latin texts.

### **SKILLS**

- 4.A** Analyze the effects of language usage and stylistic features in Latin texts.  
**4.B** Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.

## **Argumentation** 5

Develop an argument that analyzes Latin poetry and/or prose.

### **SKILLS**

- 5.A** Articulate a defensible claim or thesis.  
**5.B** Support the argument using relevant evidence from Latin texts and readings in English.  
**5.C** Use accurate, specific, and relevant references to Latin texts.  
**5.D** Use reasoning to draw conclusions and make inferences based on textual features.  
**5.E** Use contextual knowledge and references to support the analysis.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
<b>INFERRENCES AND CONCLUSIONS</b>				
Generally unable to make inferences; makes incorrect assumptions and is unable to draw conclusions.	May be unable to make inferences based on the passage(s), relying instead on an understanding of what is directly stated; may make incorrect assumptions or draw inappropriate conclusions.	Supports an analysis with only partial understanding of information implied but not directly stated in the passage(s).	Supports an analysis with some information that is implied in the passage(s), though may rely more heavily on information that is stated directly in the text.	Supports an analysis with information that is implied but not directly stated in the text.
Generally misjudges the author's point of view, tone, or implied opinions about people and events.	May misjudge the author's point of view, tone, or implied opinions about people and events.	Demonstrates some understanding of the author's implied point of view, tone, or opinions about people and events.	Supports an analysis with references to the author's implied point of view, tone, or opinions about people and events with occasional errors that do not detract from the overall quality of the analysis.	Supports an analysis with references to the author's implied point of view, tone, or opinions about people and events.

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## Textual Analysis 4

Analyze linguistic and literary features of Latin texts.

### SKILLS

- 4.A** Analyze the effects of language usage and stylistic features in Latin texts.
- 4.B** Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.

## Argumentation 5

Develop an argument that analyzes Latin poetry and/or prose.

### SKILLS

- 5.A** Articulate a defensible claim or thesis.
- 5.B** Support the argument using relevant evidence from Latin texts and readings in English.
- 5.C** Use accurate, specific, and relevant references to Latin texts.
- 5.D** Use reasoning to draw conclusions and make inferences based on textual features.
- 5.E** Use contextual knowledge and references to support the analysis.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 <small>EMERGING</small>	STUDENT RECEIVING A SCORE OF 3 <small>PROFICIENT</small>	STUDENT RECEIVING A SCORE OF 4 <small>ADVANCED</small>	STUDENT RECEIVING A SCORE OF 5
<b>ANALYSIS OF LANGUAGE USAGE AND STYLISTIC FEATURES</b>				
Generally neglects to mention rhetorical devices or stylistic features from the passage(s).	Tends to mention rhetorical devices or stylistic features in isolation from the meaning of the passage(s).	May mention a rhetorical device or stylistic feature that appears in the passage(s) without connecting it effectively to the analysis.	May support an analysis with mention of a rhetorical or stylistic feature or a feature of language used in the passage(s) and briefly connect it to the analysis.	Supports an already strong analysis with mention of a rhetorical or stylistic feature or a feature of language usage such as word choice, word order, or ambiguity.
Generally neglects to mention features of language usage.	Rarely mentions features of language usage in the passage(s) and is unable to connect it to the analysis.	May mention features of language usage, such as word choice, word order, or ambiguity in the passage(s) without connecting it effectively to the analysis.	Explanation of the effect of a specific example of language usage or a stylistic feature, or its relevance to the analysis, may not be well developed.	Explains how a specific example of language usage or a stylistic feature is relevant to the analysis.

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## Textual Analysis **4**

Analyze linguistic and literary features of Latin texts.

### SKILLS

- 4.A** Analyze the effects of language usage and stylistic features in Latin texts.
- 4.B** Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.

## Argumentation **5**

Develop an argument that analyzes Latin poetry and/or prose.

### SKILLS

- 5.A** Articulate a defensible claim or thesis.
- 5.B** Support the argument using relevant evidence from Latin texts and readings in English.
- 5.C** Use accurate, specific, and relevant references to Latin texts.
- 5.D** Use reasoning to draw conclusions and make inferences based on textual features.
- 5.E** Use contextual knowledge and references to support the analysis.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
<b>USE OF CONTEXTUAL KNOWLEDGE</b>				
Generally unable to present cultural or historical information pertinent to the passage(s).	May present cultural or historical information that is erroneously understood to be pertinent to the assigned passage(s).	May mention cultural or historical information relevant to the passage(s) without connecting the information effectively to the analysis.	Supports an analysis with a combination of general and specific references to cultural or historical information.	Supports an analysis with specific references to cultural or historical information directly relevant to the passage.
Generally unable to make statements about the author(s), genre(s), or conventions of classical literature.	May make statements about the author(s), the genre(s), or conventions of classical literature that are not relevant to the assigned passage(s).	May mention information about the author(s), the literary genre(s), or the conventions of classical literature, without making the information directly relevant to the passage(s).	Supports an analysis with information about the author(s), the literary genre(s), or conventions of classical literature that are generally relevant but not entirely specific to the passage(s).	Supports an analysis with specific references to the author(s), the literary genre(s), or conventions of classical literature that are directly relevant to the passage(s).

**AP LATIN**

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# Instructional Approaches



# Selecting and Using Course Materials

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There are several textbooks that focus on the texts for the AP Latin Exam and also include ancillary materials such as guided questions or practice tasks. It is also possible to find college-level texts that include the course readings and more. Textbooks should be considered as resources to guide and support instruction.

Following are some additional helpful resources for teachers.

The [Dickinson College Commentaries](#) offer vocabulary lists, grammars, the AP syllabus in an interactive format, and selections from many other authors that can provide additional practice reading Latin.

The [Vergil Project](#) has text, commentary, and other resources for the *Aeneid*, and there is a series of web essays available in connection with [The Landmark Julius Caesar](#). [Hexameter.co](#) is a nice resource for practicing scansion. [Operation Lapis](#) has tiered readings for the AP passages and more.

There are many good Latin dictionaries online, of which the University of Chicago's [Logeion](#) is one good example. Both [Bennett's](#) and [Allen & Greenough's](#) Latin grammars are online. [Latintutorial](#) introduces and reviews many aspects of Latin instruction for all levels.

The [American Classical League](#) (ACL) offers scholarships, publications, and training for teachers at all levels.

The [Society for Classical Studies](#) (SCS) provides awards, scholarly material, and information about programs and funding opportunities of interest to classicists.

The [Classical Association of the Atlantic States](#), the [Classical Association of the Middle, West, and South](#), the [Classical Association of New England](#), and the [Classical Association of the Pacific Northwest](#) all provide resources, fellowship, and funding to aid teachers at all levels. In addition, many states and communities have their own societies to promote both the classics and classical scholarship and pedagogy.

The [American Council on the Teaching of Foreign Languages \(ACTFL\)](#) is the largest organization of world language educators in the USA. ACTFL has worked in conjunction with the ACL and the SCS to produce the revised *Standards for Classical Language Learning*, a draft of which is currently available on the [ACL's website](#). ACTFL also offers many current documents that inform instruction and assessment.

- **Performance Descriptors for Language Learners:** This document defines and describes the levels of language performance (Novice, Intermediate, Advanced) in each of the modes of communication that result from explicit instruction in a classroom setting. It also explains the difference between proficiency and performance.
- **ACTFL Proficiency Guidelines 2012:** This site defines and describes the levels of proficiency in speaking, writing, listening, and reading that result from language learned within and beyond the classroom.
- **NCSSFL-ACTFL Can-do Statements:** This document guides language learners to identify and set learning goals and chart their progress toward language and intercultural proficiency. The statements are organized according to the modes of communication. It helps students and teachers establish and work toward reasonable goals for progress.

# Additional Course Elements

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## Translation

Literal translation is encouraged in every unit to help students build precision with both their understanding of the Latin passages and the grammatical and syntactical knowledge that underpins that precision. Scansion, context, and literary terminology should be reinforced frequently in order to move students from a shaky recitation of information to a deeper ability to infer knowledge from the text at hand. The analytical essay, a more complex task, is taught incrementally so that students develop skills over time and through practice before engaging with a full task model. Each unit provides personal progress checks that inform students about how they are progressing and let teachers know when additional instruction may be needed.

## Readings in English

The required content for the course includes not just readings in Latin but also readings in English from Vergil's *Aeneid* and Caesar's *Gallic War*. The purpose of the English readings is to put the Latin passages in context with their significant themes, central characters, and key ideas. The English readings also help students relate the passages studied in Latin to the themes and essential questions proposed for the course.

Understanding the broader context helps students to appreciate the meaning and significance of the passages read in Latin and to see what features are typical of the author's style and approach. For example, students have a richer understanding of the character of Aeneas when they discover how he acts at the end of the *Aeneid*; similarly, they are able to appreciate the significance of the *Aeneid* as a whole when they read how Vergil relates the work to Roman history in Books 6 and 8. When studying the *Gallic War*, students have a more complete understanding of how Caesar portrays the Gauls and the scope of the war itself when they consider the climactic events of Books 6 and 7.

Students should be asked to consider and apply their knowledge of the works as they read, translate, discuss, and analyze specific passages read in Latin.

Rather than being merely background information, the required English readings should be seen as integral to the discussion and analysis of the Latin readings.

## Reading Latin at Sight

Frequent practice in reading Latin at sight under a teacher's guidance brings many benefits to students. It builds their working vocabulary, cultivates their ability to perceive word groups, phrases, and clauses, and helps them develop the ability to deduce meaning and make revisions in light of further information. It reduces reliance on dictionaries as students learn to infer the meaning of one word in a sentence from others they know. It helps students go beyond knowing the meanings of words in isolation by focusing their attention on the relationship between endings and functions of words.

When integrated consistently into classroom instruction, sight reading builds students' confidence and fluency in reading and enhances their overall enjoyment of Latin. It also speeds their comprehension and supports their analysis of prepared syllabus passages. By exposing students to a variety of Latin authors and styles, teachers help them deal confidently with the sight-reading passages in the multiple-choice section of the AP Exam. In order to develop students' ability to read Latin at sight, teachers should choose texts with relatively common vocabulary and straightforward grammar and syntax. Prose authors recommended for sight-reading work include Nepos, Cicero (but not Cicero's letters), Livy, Pliny the Younger, and Seneca the Younger rather than, say, Tacitus or Sallust. Recommended verse authors include Ovid, Martial, Tibullus, and Catullus rather than, for example, Horace, Juvenal, or Lucan. Portions of the works of Vergil and Caesar that are not included in the required reading list are also recommended for use in class to work on reading at sight. The names given here are representative of authors whose works may be used for sight-reading passages on the AP Exam—the list is neither exclusive nor exhaustive.

# Terminology

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This section provides terms appropriate for the upper-intermediate level of study of Latin language and literature in a North American context and is intended to give students a shared vocabulary with which to describe the grammar, syntax, and literary style of the required Latin texts. The list attempts to avoid both highly specialized and very basic terms, and focuses instead on those that are most important for precise translation, comprehension, and literary analysis in the AP course.

This list of terms is neither exclusive nor exhaustive but rather representative of the level of difficulty of the required Latin texts. Potential AP Exam questions may require students to demonstrate knowledge of the terms. The list does not include very basic grammar terms from first- and second-year Latin study (e.g., predicate nominative, direct object, temporal clause), nor does it include metrical terms already provided in the evidence statements of the Achievement Level Descriptions for the Reading and Comprehension section (see page 115). These basic terms, however, may also be tested on the AP Exam.

## Grammar and Syntax

modifies, complements, is dependent on, antecedent gerundive, gerund, supine

fearing clause, result clause, purpose clause, relative clause, relative clause of characteristic, relative clause of purpose, *cum* clauses

indirect statement, indirect question, indirect command conditionals

mood, imperative, hortatory or jussive subjunctive passive periphrastic, deponent

partitive genitive, genitive with impersonal verb, genitive with adjective, genitive with verb of remembering (forgetting), objective genitive

dative of possession, dative of purpose, dative with compound verb, dative of agent, dative of reference, dative with special verb

accusative of duration of time, accusative of respect

ablative absolute, ablative of separation, ablative of comparison, ablative of specification, ablative of cause, ablative of description, ablative of degree of difference, ablative with special verb, ablative of time when, ablative of time within which

vocative

## Literary Style

alliteration, anaphora, apostrophe, asyndeton, chiasmus, enjambment, hyperbaton, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, polysyndeton, rhetorical question, simile, synecdoche, tmesis, transferred epithet

# Instructional Strategies

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The AP Latin course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. In order to address those concepts and skills effectively, teachers should incorporate a variety of instructional approaches and best practices into their daily lessons and activities. Teachers can help students develop mastery of the disciplinary practices and reasoning processes by engaging them in learning activities that allow them to apply their understanding of course concepts. Teachers may consider the following strategies as they plan instruction.

Strategy	Definition	Purpose	Example
<b>Activating Prior Knowledge</b>	An opportunity for students to think about what they already know about a concept, place, person, culture, etc. and to share their knowledge with a wider audience.	To prepare students to encounter new concepts, places, persons, and cultures prior to reading a text.	Use an anticipatory set such as guiding questions, perhaps drawn from the themes and essential questions, to activate prior knowledge. This approach is also useful for reviewing contextual information.
<b>Ask the Expert</b>	Students are assigned as "experts" on points they have mastered; groups rotate through the expert stations to learn about points they have not yet mastered.	To provide opportunities for students to share their knowledge and learn from one another.	When reviewing rules of grammar, assign students as "experts" on specific concepts. Students rotate through stations in groups, working with the station expert to study examples that illustrate the corresponding concept. Students can retain "expert" status for questions during daily work in translation.
<b>Brainstorming</b>	A flexible but deliberate process of articulating multiple ideas in a short period of time.	To generate ideas, concepts, or key words that provide a focus and/or establish organization as part of the prewriting process.	Generate a list of phrases from a Latin passage related to an essay prompt. Can also be used to generate a semantic map or mind map related to a thesis statement in response to an essay prompt.
<b>Chalk Talk</b>	An opportunity for students to respond to a question about a text or an excerpt of a text in writing on the board.	To build skills in responding spontaneously and to provide an opportunity for all students to participate in a discussion.	Post a question related to a text and have students write their reactions on the board. Students can respond to the question and to one another's responses. This can also be a way to refine claims and evidence for an argument.

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Strategy	Definition	Purpose	Example
<b>Change of Perspective</b>	An opportunity for students to retell a story from the perspective of a different character.	To have students retell/paraphrase a story in order to understand issues of perspective/point of view and bias.	Use this exercise to help students see the Roman viewpoint as opposed to that of others (e.g., by retelling the story of Caesar's invasion of Britain from the perspective of the British).
<b>Checklists</b>	A checklist of things to consider or remember to do while students answer free-response questions.	Focused self or peer evaluation.	Have students make a checklist: development of claims, Latin support/citations, contextual connections, conclusion/inference. Or: provide a checklist of all the elements of literal translation when students practice that task.
<b>Chunking the Text</b>	Breaking the text into smaller, manageable units of sense (e.g., words, noun/adjective pairs, clauses, etc.) by underlining, circling, drawing boxes, etc.	To reduce the intimidation factor when encountering long sentences or chapters; to increase comprehension of difficult or challenging passages.	Break a sentence of Vergil or Caesar into associated units for students to examine the text section by section.
<b>Class Discussion/Questioning</b>	An aid in solidifying information, clarifying material, exploring ideas, etc.	To facilitate understanding through the sharing of ideas, interpretation of concepts, and analysis of issues/questions.	Make this a daily part of class routine in which to model and scaffold translation, contextualization, etc.
<b>Close Reading</b>	Accessing small chunks of text to read, reread, mark, and annotate key passages word for word, sentence by sentence, and line by line.	To develop comprehensive understanding by engaging in one or more focused readings of a text.	Model how to ask questions when engaging with a text and annotate it, using either a Latin passage or the sections to be read in English.
<b>Critique Reasoning</b>	Through collaborative discussion, students critique the arguments of others, questioning the author's perspective, evidence presented, and reasoning behind the claims.	To give students opportunities to learn from others as they make connections between concepts and learn to support their claims with evidence and reasoning that make sense to peers (not just to themselves).	Have students read the request of the Helvetians and Caesar's response and analyze the arguments therein.

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Strategy	Definition	Purpose	Example
<b>Debate</b>	Informal or formal argumentation of an issue.	To provide students with an opportunity to collect and orally present evidence and reasoning for arguments of a proposition or issue.	Have students debate the appropriateness of Aeneas's leaving Dido in <i>Aeneid</i> , Book 4, or the case for leaving the winter quarters in <i>Gallic War</i> , Book 5.
<b>Debriefing</b>	Discussion that leads to consensus understanding.	To help students solidify and deepen understanding of content.	Useful for helping students move beyond translation to understanding of a passage. This technique should be used after many other classroom practices as a part of daily classroom routine.
<b>Deleting (Revision)</b>	A way to provide clarity and cohesiveness for a text by eliminating words, phrases, sentences, or ideas.	To clarify understanding of a clause or sentence by getting to the core of the sense unit.	Have students whittle a longer Latin sentence into its most basic components (subject-object-verb) or revise a clause with more common vocabulary.
<b>Descriptive Outlining</b>	An analysis of the content, development, organization, and impact of a text by dividing it into functional chunks and describing what each chunk is saying and doing.	To better understand how a text is put together and how it conveys its message.	Provide/model an outline for class discussion or have students create an outline of a passage by dividing it into chunks and describing the function or purpose of each chunk in conveying the message.
<b>Diffusing/ Discovering Vocabulary in Context</b>	A reading of a passage, noting unfamiliar words, discovering the meaning of unfamiliar words using contextual clues/dictionaries, and replacing unfamiliar words with familiar ones.	To facilitate the use of resources, an understanding of synonyms and nuance in vocabulary, and increased comprehension of a text.	Use context clues and language resources to understand words and idiomatic expressions and to gain control over sight-reading passages or syllabus-based passages with less common vocabulary.
<b>Discussion Groups</b>	Working within groups to discuss content, to analyze context, to create an answer to an essay prompt, or to explore issues.	To aid understanding through the sharing of ideas, the interpretation of concepts, and the analysis of issues/questions with (textual) evidence.	Use the themes and essential questions to help students explore a passage after literal translation.

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Strategy	Definition	Purpose	Example
<b>Double-Entry Journal</b>	A two-column journal (also called a dialectical journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text).	To respond to a specific passage with comments, questions, and/or insights to foster active involvement with a text and to facilitate increased comprehension.	Assign this journal with the readings in English to encourage students to read and comprehend texts on their own. This can also be a technique to help students keep track of contextual elements such as character lists or mythological references.
<b>Drafting</b>	Composing a text in its initial form.	To incorporate brainstormed or initial ideas into a written format.	Draft an answer to an essay prompt to gather evidence, organize initial ideas, and seek feedback.
<b>Fishbowl</b>	Discussing specific topics within groups; some students will form the inner circle and model appropriate discussion techniques while an outer circle of students will listen, respond, and evaluate.	To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses with (textual) evidence.	Provide students with a text or topic related to the unit and provide questions for discussion. Group students into an inner circle and an outer circle. The inner circle actively discusses the issue using the questions; the outer circle listens and eventually summarizes the discussion.
<b>Four Square</b>	Dividing the room into answer options and allowing students to stand in the area representing their answer.	To provide practice in answering multiple-choice questions and in providing rationales, including textual evidence, for answers.	Give students a passage from a multiple-choice test. They work in groups to answer the questions and then go to their answer "corners." Each answer group provides a rationale for their answer. If someone from the group goes to a different section, they defend their choice to deviate from the group.

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Strategy	Definition	Purpose	Example
<b>Generating Questions</b>	A way to clarify and develop ideas by asking questions of a draft; may be part of self-editing or peer editing.	To help students clarify and develop their ideas in a draft.	Suggest questions for students to ask while reviewing a draft: <ul style="list-style-type: none"> <li>▪ Did I respond appropriately to the prompt?</li> <li>▪ Did I provide sufficient textual support?</li> <li>▪ Have I provided fully developed conclusions/inferences to my points?</li> <li>▪ Have I added appropriate context?</li> <li>▪ Is my work well organized?</li> </ul>
<b>Gradual release writing</b>	The whole class brainstorms on what an essay prompt is asking as well as initial ways to respond to the prompt. Small groups or pairs write an outline to answer the prompt, then individuals prepare a one-body paragraph. Students come back to partners/group to discuss and assess their paragraphs. Finally, students write the entire essay on their own.	To provide students practice in deconstructing the prompt, finding supporting evidence, and organizing their essays.	Take an AP essay prompt and go through the process with students. This can be used to help students deconstruct any prompt and is useful for instruction and review for the AP Exam.
<b>Graphic Organizers</b>	Visual representation of ideas and information (e.g., Venn diagrams, flowcharts, cluster maps).	To provide a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing.	Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas. This is particularly useful for the readings in English.
<b>Guided Reading</b>	A series of strategies to guide students through challenging text (e.g., making predictions, marking the text, skimming the text).	To help students use a multiplicity of strategies to make meaning from a challenging text.	Provide a short passage for students to read; ask them to skim first and state their immediate impressions of the main idea. Have them reread and mark evidence of the main idea and supporting details in the text. Finally, have them predict what will happen next.

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Strategy	Definition	Purpose	Example
<b>Guided Writing</b>	Modeling the writing that students are expected to produce by guiding students through the organization, generation of ideas, and revision of texts before they are asked to write.	To demonstrate the process of writing by modeling the construction, revision, and/or crafting of texts.	Have students engage in collaborative paragraph reconstruction by working with a partner or in a small group. Students should consider the organization of ideas, elaboration of ideas, transitions, vocabulary, grammar and syntax, and writing conventions.
<b>Hashtag Summary</b>	Chunking a text into sections, and then after reading each section providing a hashtag followed by (a) key word(s) or phrase that summarizes that section of text. The hashtag summaries are reviewed to determine relationships among the sections.	To facilitate increased comprehension of texts through carefully chosen, concise language; to help students begin to recognize relationships among sections of text; to encourage students to use their own modes of language to comprehend texts.	Provide a text that has been chunked into sections and have students read in pairs, identify the hashtag for each chunk, and then discuss the relationships among sections based on their hashtags.
<b>How Reliable Is This Source?</b>	An evaluation of the bias, credibility, and reliability of a source.	To help students select reliable and credible sources for evidence to support their claims.	Define the terms <i>bias</i> , <i>credible</i> , and <i>reliable</i> . Apply the ideas to a section from Caesar and/or Vergil.
<b>Interactive Word Wall</b>	An interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year.	To provide a print-rich environment, reinforcement of learned words, a reference for reading and writing, and an ever-present tool for building word knowledge and awareness.	Dedicate a section of the classroom to posting useful words and/or phrases such as interrogatives, adverbs, easily confused vocabulary, etc.
<b>I/We/You</b>	I: modeling a sample of the desired outcome. We: whole-group participation in activity. You: individual application.	To provide a model of the process so students have a clear understanding of the objective and are able to produce the desired response.	Use this technique for modeling literal translation, writing a claim with support and conclusion/inference, text annotation, or analysis of literary devices/contextual information.
<b>Jigsaw</b>	An opportunity for an individual or group to become an expert on a text or part of a text and teach it to others.	To divide reading tasks into manageable chunks and to encourage deep understanding of a small amount of text.	Divide students and assign each division a section of a text. They are to become the "expert" on that section of the text. Once students have become familiar with their text, they teach their text to others.

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<b>Strategy</b>	<b>Definition</b>	<b>Purpose</b>	<b>Example</b>
<b><i>Literal Translation</i></b>	A rendering of a Latin passage into English with as much precision as possible, with or without a teacher's guidance.	To demonstrate comprehension as well as control of vocabulary, morphology, and syntax.	Literal translation should follow reading aloud of Latin in the AP classroom on an almost daily basis and be reinforced by frequent debriefing.
<b><i>Making Choices about Genre</i></b>	A guided discussion of how particular genre conventions and features express a particular message, reach an intended audience, and achieve a desired purpose.	To develop genre awareness and analysis skills.	Conduct a genre analysis of a passage, perhaps through comparison with other passages that reflect or contradict the genre of the chosen passage.
<b><i>Manipulatives</i></b>	Kinesthetic approaches to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text.	To provide a tactile and visual means of examining text to encourage multiple ways of understanding text.	Provide a text cut into sections and have students place them in the most logical order. This technique could be used with paragraphs of an essay in response to a prompt as a means to reflect on organization and flow.
<b><i>Marking the Draft</i></b>	Interacting with the draft version of a piece of writing by highlighting, underlining, color coding, and annotating to indicate revision ideas.	To encourage focused, reflective thinking about revising drafts.	Have students complete this task with a partner in an effort to look for loose organization, missing evidence, possible places for contextual additions, etc.
<b><i>Marking the Text</i></b>	Analyzing text by highlighting, underlining, and/or annotating for specific components. For an essay, this would include claim, evidence, context, and conclusion.	To encourage focused, reflective thinking about revising drafts. To facilitate reexamination or analysis of a text in English. Also useful for clarifying the structure of Latin sentences or analyzing a passage.	Use different highlighter or pen colors to emphasize different aspects of a text. Highlight descriptive words, delineate clauses, or identify main ideas to aid students in accurately reflecting the Latin forms in their English translations.
<b><i>Metacognitive Markers</i></b>	A system of cueing marks, where students use ? for questions about the text, ! for reactions related to the text, and * for comments about the text, underlining or highlighting to signal key ideas.	To track responses to texts and use those responses as a point of departure for talking or writing about texts.	Use a system of symbols (? , ! , * , underlining/highlighting) to have students engage with a text. This practice is especially useful for readings in English or review of Latin comprehension.

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Strategy	Definition	Purpose	Example
<b>Model Questions</b>	Answering items from released AP Latin exams.	To provide rigorous practice and assesses students' ability to apply multiple skills on content presented as either a multiple choice or a free-response item.	After reading a passage at sight or reviewing a syllabus-based passage, have students check their understanding by attempting a set of short-answer questions.
<b>Note-taking</b>	A method of recording information while listening to a speaker or while reading a text.	To facilitate active listening and/or reading, to record and organize ideas that assist in processing information.	Review possible methods, e.g., Cornell notes, T-notes, key words, key ideas.
<b>Oral Reading</b>	Reading the Latin text aloud (with scansion, if possible).	To develop careful attention to the entire Latin word, to help sense transitions between clauses, and to develop understanding of linguistic and artistic qualities.	Model reading aloud frequently in class and have students practice reading aloud often.
<b>Outlining an Essay</b>	A system of numerals and letters to identify claims, supporting details, and conclusions/inferences.	To generate ideas, concepts, and evidence that provide a focus and/or establish organization for an essay.	Provide or model an essay outline for class discussion; have students create an outline for their own essay preparation or revision.
<b>Predicting</b>	Making guesses about the content of a text by reflecting on prior readings/thinking ahead about ideas that may be presented, based on evidence in the text.	To help students become actively involved, interested, and mentally prepared to understand ideas by extending prior knowledge to future lines of text.	Have students predict what a text will be about by looking at the title and glosses. Students may also gain information from questions provided for a given text.
<b>QHT</b>	Expanding prior knowledge of vocabulary words by marking words with a Q, H, or T (Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers.	To build on students' prior knowledge of words, to provide a forum for peer teaching and learning of new words, and to serve as a prereading exercise to aid in comprehension. To encourage students to employ contextual clues and the proper use of derivatives.	Ask students, when reading, to identify unfamiliar words (Q), words they think they might know (H), and words they own (T). Use the identified words to foster comprehension of the text and vocabulary acquisition.

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Strategy	Definition	Purpose	Example
<b>Questioning the Text</b>	The practice of developing literal and inferential questions about a text.	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Have each student write two literal questions and one inferential question to ask others about a text. This practice is useful for review or readings in English or during debriefing.
<b>Quick Research</b>	A method of researching a topic in groups. The first person does the initial research, writing every detail found. The second refines the research to pick out the most important elements. The third uses the research to organize information or to make a claim. The fourth presents findings to the class.	To help students refine research techniques to get to the heart of what is important and what is needed to understand context or to make supported claims in argumentation.	Use for contextualization or readings in English. Group size can be modified to fit class constraints.
<b>Quick Write</b>	Writing for a short, specific amount of time about a designated topic.	To help generate ideas in a short time.	As preparation for a free-response question in which students write an argument, have students write claims and explain evidence that support their claims for various topics. This technique is also useful as a way of Activating Prior Knowledge.
<b>RAFT</b>	A method of generating and/or transforming a text by identifying and/or manipulating its component parts of (R)ole, (A)udience, (F)ormat, and (T)opic.	To increase students' understanding of the main elements of the writer's work.	Apply concepts of literary style and genre to the course syllabus as well as to other readings from classical authors.
<b>Revisiting Prior Work</b>	The practice of looking through previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choice, and so on.	To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing. This is a good strategy for improving essay writing.	Have students review prior argumentative essays as they begin to draft a new one.

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Strategy	Definition	Purpose	Example
<b>Rhetorical Précis</b>	A short rhetorical analysis of a text that articulates the message and the rhetorical choices that communicate the message to the audience.	To facilitate comprehension of a text's message and analysis of the rhetorical choices made to communicate that message.	Start with a passage in English for practice, then use passages of Caesar or Vergil for discussion.
<b>Scanning Latin Hexameter</b>	Application of the conventions of Latin meter to increasingly complex lines of poetry.	To learn a required skill of the AP Latin course.	Start with teaching the units of a hexameter line, then introduce elisions, exceptions, etc.
<b>Scoring Guidelines Application</b>	An examination of student writing samples using AP assessment scoring guidelines.	To build student understanding of how they are assessed on the AP Exam. To recognize the differences in high-scoring/low-scoring essays and to use the strengths identified in revising their own writing.	Use student samples and the scoring guidelines posted on AP Central. This exercise can be done in small groups or by individuals.
<b>Self-/Peer Revision</b>	Working alone or with a partner to examine a piece of writing for accuracy and clarity.	To provide an opportunity to edit a written text to ensure correctness of identified components.	Have students perform self- and peer revisions of their practice argumentative essays.
<b>Sentence Unpacking</b>	Analysis of how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do.	To understand the functions and effects of different language choices.	Select a line from each author and break it down into component parts in order to see the differences between poetry and prose or between Latin and English.
<b>Sequencing a Text</b>	A text is divided into sections and students reassemble the text in the proper order.	To have students demonstrate understanding of a text and to encourage logical thinking.	Provide a text cut into sections and have students place them in the most logical order. Sequencing can be useful for reviewing a story or a battle narrative.
<b>Sharing and Responding</b>	Communication with another person or a small group of peers who respond to a proposed translation or short-answer response.	To give students the opportunity to discuss their work with peers, to make suggestions for improvement to the work of others, and/or to receive appropriate and relevant feedback on their own work.	Can be used in formative assessment as a step before the teacher "reveals" the answer.

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Strategy	Definition	Purpose	Example
<b>Sketching</b>	A sketch of a scene or creation of a storyboard to demonstrate comprehension of a text.	To generate and/or clarify ideas through visualization; may be part of debriefing after translation or in review of previous sections.	Storyboard: Have students listen to a passage from a review section and sketch the scene. This helps them activate aural skills and recall detail. Sketching can also be used to check for understanding of descriptions of places, products, etc.
<b>Skimming/ Scanning</b>	<i>Skimming</i> is a rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material. <i>Scanning</i> focuses on key words, phrases, or specific details and provides speedy recognition of information.	To help students quickly form an overall impression prior to an in-depth study of a text; to help them answer specific questions or quickly locate targeted information or detail in a text.	Give students a limited amount of time to skim or scan a text and have them identify text type, purpose, main idea, etc. as appropriate. Helpful for sight reading or in approaching free-response questions/essay passages.
<b>SOAPSTone*</b>	An analysis of the text by discussing and identifying <i>Speaker</i> , <i>Occasion</i> , <i>Audience</i> , <i>Purpose</i> , <i>Subject</i> , and <i>Tone</i> .	To aid in identification and understanding of aspects of a text or to help students detect perspective and/or bias.	Provide an organizer listing <i>Speaker</i> , <i>Occasion</i> , <i>Audience</i> , <i>Purpose</i> , <i>Subject</i> , and <i>Tone</i> and have them complete it as they read. Use a completed organizer as a basis for discussing the text in class.
<b>Socratic Seminar</b>	A focused discussion tied to a topic, essential question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.	To help students arrive at a new understanding by asking questions that: clarify; challenge assumptions; probe perspective and point of view; question facts, reasons, and evidence; or examine implications and outcomes.	Use a theme to initiate discussion where students can activate and reinforce their understanding of context and its relation to the texts. This practice is also useful for more complex contextualization, issues of perspective, comparison, etc.
<b>Substituting</b>	Replacing original words or phrases in a text with new words or phrases without changing the meaning.	To build vocabulary through the use of synonyms.	In pairs, give students a short text with various words underlined and have them substitute those words with synonyms. This exercise is also valuable during daily work in translation.
<b>Summarizing/ Paraphrasing</b>	Restating in one's own words the main idea or essential information expressed in a text.	To facilitate comprehension and recall of a text.	Have students retell the content of readings in English in their own words or have them summarize what has just been translated.

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Strategy	Definition	Purpose	Example
<b>Think Aloud</b>	Talking through a difficult passage or task by using a form of metacognition whereby the reader expresses how he/she has made sense of the text.	To reflect on how readers make meaning of challenging texts.	Model aloud how we comprehend a text as we read. Share the questions we ask ourselves when we engage with a difficult passage, e.g., by comparing practices of the Romans to those of the modern day or other ancient peoples.
<b>Think-Pair-Share</b>	Thinking through a problem alone, pairing with a partner to share ideas, then concluding by sharing results with the class.	To develop initial ideas that are then tested with a partner in preparation for revising ideas and sharing them with a larger group.	Have students work through a line of translation in stages to challenge assumptions and solidify vocabulary and syntactic choices. Also useful for recalling contextual knowledge in complex stories.
<b>Tiered Readings</b>	Simplifying an AP-level text to encourage comprehension.	To reinforce vocabulary and give students a feeling of success with a text.	Create your own or employ those found on <a href="#">Operation Lapis</a> .
<b>Vocabulary Notebook</b>	A designated format such as a notebook, journal, or personal list to maintain an ongoing list of vocabulary words and definitions.	To facilitate and sustain a systematic process of vocabulary development.	Have students maintain a notebook of vocabulary items encountered over the course of the academic year.

# Developing the Course Skills

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Throughout the AP Latin course, students will develop skills that are fundamental to the discipline of classical studies. Since these course skills represent those that adept classicists demonstrate, students will benefit from multiple opportunities to develop them in a scaffolded manner. Teachers and students can also refer to the Achievement Level Descriptions (see page 109) to determine how well they are performing a given skill and what students need to demonstrate to improve to the next level.

## Skill Category 1: Read and comprehend Latin poetry and prose.

The first goal of learning Latin is to engage with the ancients in their own language. That is why the foundation of the AP Latin course is a syllabus drawn from two Golden Age authors, neither of which should be considered easy for students of Latin. Readers of Latin at this level must master an extensive range of vocabulary, the various grammatical forms, and many complex syntactical structures. They also need acquaintance with literary terminology and genre as well as the meters of poetry. Finally, students must become familiar with the large body of contextual

knowledge that the ancients wove intricately into their works.

Teachers can guide students to build their skills in reading and comprehension by helping them build vocabulary, teaching them to use contextual clues, and encouraging them to persevere in dealing with unfamiliar or challenging texts.

The table that follows provides some sample strategies for instruction. See the Instructional Strategies section for more information.

### Skill Category 1: Reading and Comprehension

Skills	Key Questions	Teaching Tips/ Questions	Sample Instructional Strategies
<b>1.A:</b> Demonstrate knowledge of Latin vocabulary.	What is the correct dictionary entry for this item?	Remembering to check declension or conjugation to aid students in identifying vocabulary.	QHT—By using established codes, students get a quick feel for their familiarity with the vocabulary in a passage.
<b>1.B:</b> Explain the meaning of Latin words and phrases in context.	What is the correct meaning of this word in context? What synonyms/figurative meanings may also be appropriate?	Idioms and easily confused vocabulary words merit frequent review.	Substituting—Students can review core vocabulary and develop nuance by seeking out synonyms.
<b>1.C:</b> Use specific terminology to identify grammatical forms and syntactic structure.	What is the correct case and usage of this noun? What is the tense and voice of this verb? (etc.)	Reviewing genitive endings for all declensions rather than reviewing the 2nd declension genitive can help solidify important patterns.	I/We/You—Teachers can demystify more difficult grammatical terminology by modeling their own thought processes.

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## Skill Category 1: Reading and Comprehension (cont'd)

Skills	Key Questions	Teaching Tips/ Questions	Sample Instructional Strategies
<b>1.D:</b> Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.	What is the correct association between words, chunks, clauses, etc.?	The ability to match noun/adjective pairs is an important skill for reading poetry where word order tends to be more fluid.	Ask the Expert—Students learn by teaching as well as learning strategies from peers at the same or adjacent learning level.
<b>1.E:</b> Scan dactylic hexameter in Latin poetry.	What is the correct application of metrical conventions for the line?	A small amount of time reviewing the skill for each unit is more useful than a large amount of time at one point during the year.	Scanning Latin Hexameter—By practicing on a site such as <a href="#">hexameter.co</a> , students can track their own progress in the skill.
<b>1.F:</b> Read Latin poetry and prose aloud with attention to linguistic and artistic qualities. (not assessed)	How does reading aloud help clarify and demonstrate understanding of the text?	Reading aloud can be a check on whether we recognize the case endings and full form of the word.	Oral Reading—Students gain confidence and activate new aspects of language learning by reading Latin aloud.
<b>1.G:</b> Identify stylistic features in Latin poetry and prose.	How do rhetorical features and stylistic devices enhance the author's message?	Ask students to bring examples from readings in other classes as a way to reinforce attention to these devices.	Close Reading—By starting with a passage in English, teachers can help students develop their analytical skills in a less stressful setting.
<b>1.H:</b> Identify references to Roman culture, history, and mythology in Latin texts.	What knowledge of the ancient world enriches comprehension of the passage?	Spiraling contextual knowledge is a good technique to aid student recall of the information.	Activating Prior Knowledge—Students struggling with difficult authors can regain focus and confidence by remembering what they do know.
<b>1.I:</b> Demonstrate overall comprehension of passages in Latin texts.	What is the main idea, sequence of events, setting, etc.? How would one summarize the passage?	Remember to step back after translating a line to check on overall comprehension and to push students toward answering inferential questions such as why a character might be acting as they are.	Debriefing—Asking "So what does it mean?" or "Why does that matter?" is an important step after any literal translation or analytical effort.

## Skill Category 2: Translate Latin texts into English.

Translation is a tool to demonstrate accurate knowledge of the Latin. In other words, the goal is not to produce the artistically best translation but rather the most literal one that is consistent with English usage. Translations should show that students understand the forms and functions of the Latin structures and which English equivalent of a Latin word is appropriate in context. Wherever possible, students should endeavor to render a Latin word into an English word with the same grammatical characteristics.

As students build skills in translating, teachers can scaffold their instruction and review and reinforce learning of vocabulary, grammatical forms, and syntax.

The table that follows provides some sample strategies for instruction. See the Instructional Strategies section for more information.

### Skill Category 2: Translation

Skills	Key Questions	Teaching Tips/ Questions	Sample Instructional Strategies
<b>2.A:</b> Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	What is the appropriate English meaning among synonyms?	Regional understanding of some vocabulary can vary widely (e.g., are your students familiar with sailing terms or do they need help understanding the English vocabulary?)	Vocabulary Notebook—Students gain much by finding their own organizational method for vocabulary, but some students will need more help than others in getting started.
<b>2.B:</b> Demonstrate knowledge of Latin morphology when translating Latin texts into English.	How does one render a Latin noun in English to reflect its case and number or a verb to reflect its person, number, etc.?	Hold students accountable for distinctions in singular/plural or precise tense usages every day so that they are comfortable with accurate morphological distinctions.	Marking the Text—This technique, also useful for editing essays, can help students visualize clauses or noun/adjective pairs more vividly.
<b>2.C:</b> Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.	What structures in English accurately convey the meaning of the Latin structure, the relationships between clauses, etc.?	Discussing the subjunctive and complex clauses in English will help students in AP Latin as well as in their other classes.	Jigsaw—if homework time is tight or plans have been interrupted, this can help a teacher get back on schedule while covering difficult material.
<b>2.D:</b> Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	How are Latin constructions like conditionals or indirect statement appropriately rendered into English?	Where do Latin and English interface well and where are the idiomatic differences too profound for the languages to match up literally? Where do we have to adapt to one or the other?	Sentence Unpacking—Having students articulate idioms or the differences between genres can clarify understanding as well as indicate areas that still need work.

## Skill Category 3: Relate Latin texts to Roman historical, cultural, and literary contexts.

Context allows students to expand their understanding of the text they are reading. Knowledge of the peoples, perspectives, products, practices, and events of the ancient world are vital for an accurate interpretation and analysis of Caesar's or Vergil's work. Roman history, mythology, culture, and literary conventions are all important for success in comprehending Latin. It is a constantly deepening spiral: to understand the Romans we need to know their literature, but we need to know their literature in order to gain an understanding of who the Romans were. In addition, many ancient authors

wrote in a highly allusive style with an assumption of a very erudite audience. Subtle messages were often encoded in these allusions, overt references often cannot be taken at face value, and almost hidden references abound. Students need to build their knowledge of the Romans as they read and study Latin literature.

The table that follows provides some sample strategies for instruction. See the Instructional Strategies section for more information.

### Skill Category 3: Contextualization

Skills	Key Questions	Teaching Tips/ Questions	Sample Instructional Strategies
<b>3.A:</b> Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.	Who is involved and why are they influential? What event is referenced and why is it mentioned?	Outlines of important dates and events can help students set the stage for their readings.	Double-Entry Journal—Google docs can be a way to save paper and preserve classroom sets for this practice.
<b>3.B:</b> Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.	What knowledge of Roman political structures and perspectives is needed to understand the passage?	How do Roman ideals compare to those of the Greeks or the Germans? How might the Gauls or the Britons have viewed the Romans they encountered?	Change of Perspective—Leave time to take these discussions to the present day: How do we view both the Romans and those we meet through their literature? How do other primary or secondary sources change our understandings?
<b>3.C:</b> Relate Roman cultural products in Latin texts to perspectives of Roman culture.	What piece of literature, geography, artifact, etc., improves our understanding of a passage?	Help the students understand the difference between a practice and a product; it will help them be on the lookout for both in their readings. Having visuals of these items is important for student understanding.	Sketching—Stick figures or images from the internet mean that all students can take part, regardless of their confidence in their artistic abilities.

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### Skill Category 3: Contextualization (cont'd)

Skills	Key Questions	Teaching Tips/ Questions	Sample Instructional Strategies
<b>3.D:</b> Relate Roman cultural practices in Latin texts to perspectives of Roman culture.	What are Roman wedding rituals, burial rites, or military organizations? (etc.)	Do you have time in your curriculum to stage a Roman wedding in second year? The students will take that deeper understanding with them to AP.	Thinking Aloud—Even if you cannot stage the wedding, have the students brainstorm such a project in the AP year. It can be a productive day of “rest” in the course of the semester.
<b>3.E:</b> Use knowledge of mythology and legends to demonstrate understanding of Latin texts.	What knowledge of goddesses, heroes, legends, events, etc. lend depth to a passage?	Give students a different version of a myth to help them understand the way ancient authors used and adapted the stories.	Think-Pair-Share—Walking around during student work time can be used as a quick assessment of a mythology assignment.
<b>3.F:</b> Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.	What is an epic? How do <i>commentarii</i> differ from history? What conventions apply to different forms of literature? (etc.)	Ask the students if they have read any tragedy or epic in their other classes or for pleasure. If not, outline the relevant plot or genre issues.	Socratic Seminar—By articulating their questions about genre students strengthen understanding and indicate where more review is needed.

## Skill Category 4: Analyze linguistic and literary features of Latin texts.

Analysis of a text comes after comprehension and translation and is a necessary step as one moves toward argumentation. A text must be considered with an eye toward literary devices and genre as well as the proper context of history, mythology, and culture (e.g., the products, practices, and perspectives of the Romans).

In order to build their skills in textual analysis, students need to develop their knowledge of Roman culture, recognize stylistic features in Latin literature, and learn to make inferential connections.

The table that follows provides some sample strategies for instruction. See the Instructional Strategies section for more information.

### Skill Category 4: Textual Analysis

Skills	Key Questions	Teaching Tips/ Questions	Sample Instructional Strategies
<b>4.A:</b> <i>Analyze the effects of language usage and stylistic features in Latin texts.</i>	How do language usage, literary style, or rhetorical devices convey meaning to the reader?	Have students analyze a piece in English, such as a speech by Martin Luther King, to solidify understanding of the terms of literary style.	Rhetorical Précis— Asking students to find rhetorical devices in modern advertising or song lyrics can help them develop this skill in a more relaxed environment.
<b>4.B:</b> <i>Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.</i>	How does context enhance or contradict the surface meaning conveyed in vocabulary and syntax?	Ask the students what a reference might be saying about the author, his audience, etc. Is the reference positive or negative for those perspectives?	Quick Research—What scholarly resources does your school have available to students online? Students will be grateful to have this knowledge in many settings beyond AP Latin.

## Skill Category 5: Develop an argument that analyzes Latin poetry and/or prose.

The skill of argumentation appears in Free-response question 3, the essay. While writing, including argumentative essays, is taught in many academic areas, there is a special point of emphasis for AP Latin. Students should be reminded that this is a task set for a Latin course: although the essay is written in English, in order to succeed they must supply adequate Latin support for a claim, demonstrate proper understanding of that Latin, and provide accurate citation for the

evidence used. Students must reflect on details of the passage and then form a coherent argument as to why those details matter. They need to present an organized argument, using appropriate contextual references and making fully articulated conclusions for their claims based on the evidence of the Latin passage at hand.

The table that follows provides some sample strategies for instruction. See the Instructional Strategies section for more information.

### Skill Category 5: Argumentation

Skills	Key Questions	Teaching Tips/ Questions	Sample Instructional Strategies
<b>5.A:</b> Articulate a defensible claim or thesis.	What claim is being made?	What is the student trying to prove and what steps will it take to get to a full answer to the prompt?	Brainstorming—By listening to student discussion, teachers have a chance to encourage individuals who tend to doubt their own ideas.
<b>5.B:</b> Support the argument using relevant evidence from Latin texts and readings in English.	What evidence supports the claim?	What Latin and contextual knowledge from the passages provided supports the claim?	Chalk Talk—Getting the students up and moving can make the analytical process less daunting.
<b>5.C:</b> Uses accurate, specific, and relevant references to Latin texts.	Has the Latin or line number been provided?	Have students accurately cited their source?	Drafting—Students learn a great deal about good writing during the editing process.
<b>5.D:</b> Use reasoning to draw conclusions and make inferences based on textual features.	Why does the evidence support the claim?	In other words, so what? (Not “because I said so”—do not let them make a leap in logic because you know them as a student.) Have they fully articulated their conclusion or inference?	Generating Questions—A teacher can provide a checklist or have the students develop one as a part of discussing what it means to write a good essay.
<b>5.E:</b> Use contextual knowledge and references to support the analysis.	What knowledge of the ancient world, this text, this author, etc., supports the overall argument?	If they can think of context that goes against their argument, can they reason a counterargument in response?	Marking the Draft—Peer editing and discussion can take pressure off the feedback process.

**AP LATIN**

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# Exam Information



# Exam Overview

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The AP Latin Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is 3 hours long and includes 50 multiple-choice questions and 5 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Multiple-choice questions	50	50%	60 minutes
	Syllabus reading: Vergil	10–12		
	Syllabus reading: Caesar	10–12		
	Sight reading: Poetry	13–15		
	Sight reading: Prose	13–15		
II	Free-response questions	5	50%	120 minutes (including a 15-minute reading period)
	Question 1: Translation: Vergil	7.5%		15 minutes recommended
	Question 2: Translation: Caesar	7.5%		15 minutes recommended
	Question 3: Analytical essay	20%		45 minutes recommended
	Question 4: Short-answer: Vergil	7.5%		15 minutes recommended
	Question 5: Short-answer: Caesar	7.5%		15 minutes recommended

**The exam is developed from the content of the required syllabus encompassed by the eight units of the course:**

Unit 1: Vergil, *Aeneid*, Book 1

Unit 2: Caesar, *Gallic War*, Books 1 and 6

Unit 3: Vergil, *Aeneid*, Book 2

Unit 4: Caesar, *Gallic War*, Book 4

Unit 5: Vergil, *Aeneid*, Book 4

Unit 6: Caesar, *Gallic War*, Book 5 Part I

Unit 7: Caesar, *Gallic War*, Book 5 Part II, Book 6, and Book 7

Unit 8: Vergil, *Aeneid*, Books 6, 8, and 12

# How Student Learning Is Assessed on the AP Exam

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All five AP Latin skill categories are assessed on every AP Exam in the multiple-choice and free-response sections as detailed below.

Skill Category	Multiple-Choice Section	Free-Response Section
1: Reading and Comprehension	<p>All four multiple-choice sets include questions that assess students' ability to read and comprehend Latin poetry and prose.</p> <p>Students will need to demonstrate knowledge of Latin vocabulary; explain the meaning of Latin words and phrases in context; use specific terminology to identify grammatical forms and syntactic structures; demonstrate knowledge of Latin syntax to read and comprehend Latin texts; scan dactylic hexameter in Latin poetry; identify stylistic features in Latin poetry and prose; identify references to Roman culture, history, and mythology in Latin texts; and demonstrate overall comprehension of passages in Latin texts.</p> <p>Approximately 88–90% of questions assess this skill category.</p>	Free-response questions 3, 4, and 5 assess the skill of reading and comprehension.
2: Translation	This skill is not assessed in the multiple-choice section.	<p>Free-response questions 1 and 2 (Vergil and Caesar translations) primarily assess students' ability to translate Latin texts into English. Free-response questions 4 and 5 (Vergil and Caesar short-answer questions) also assess this skill.</p> <p>Students will need to demonstrate knowledge of Latin vocabulary, morphology, grammar, and syntax when translating Latin texts into English. Students will also need to demonstrate understanding of differences between Latin and English usage when translating Latin texts into English.</p>

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Skill Category	Multiple-Choice Section	Free-Response Section
3: Contextualization	<p>Multiple-choice questions will assess students' ability to relate Latin texts to Roman historical, cultural, and literary contexts.</p> <p>Students will need to use knowledge of influential people, key historical events, and Roman political ideas to demonstrate understanding of the Latin texts. Students will also need to relate Roman cultural products and practices in the Latin texts to perspectives of Roman culture. Finally, students will need to use knowledge of mythology and legends, and authors or literary conventions to demonstrate understanding of Latin texts.</p> <p>Approximately 10–12% of questions assess this skill category.</p>	Free-response question 3, the analytical essay, and questions 4 and 5, the Vergil and Caesar short-answer questions, assess this skill.
4: Textual Analysis	This skill is not assessed in the multiple-choice section.	<p>Free-response question 3, the analytical essay, assesses student's ability to analyze linguistic and literary features of Latin texts.</p> <p>Students will need to analyze the effects of language usage and stylistic features in Latin texts.</p>
5: Argumentation	This skill is not assessed in the multiple-choice section.	Free-response question 3, the analytical essay, assesses students' ability to develop an argument that analyzes Latin poetry or prose.

## Section I: Multiple-Choice

The first section of the AP Latin Exam includes four sets, each with a different type of stimulus material (poetry: 10–15 lines, prose: 75–100 words), as indicated below:

Stimulus Type	Number of Questions
<i>Syllabus Reading: Vergil</i>	10–12
<i>Syllabus Reading: Caesar</i>	10–12
<i>Sight Reading: Poetry</i>	13–15
<i>Sight Reading: Prose</i>	13–15

## Section II: Free-Response

The second section of the AP Latin Exam includes two translation questions, an analytical essay, and two sets of short-answer questions.

**Free-response question 1: Translation: Vergil** presents students with a passage in Latin of approximately 35 words from the required Vergil readings. This question assesses students' ability to translate Latin texts into English.

**Free-response question 2: Translation: Caesar** presents students with a passage in Latin of approximately 40 words from the required Caesar readings. This question assesses students' ability to translate Latin texts into English.

**Free-response question 3: Analytical Essay** presents students with two passages in Latin (poetry 12–16 lines, prose 80–120 words): either 2 Vergil passages, 2 Caesar passages, or 1 Vergil passage and 1 Caesar passage. This question assesses students' ability to do the following:

- Articulate a defensible claim or thesis
- Analyze the effects of language usage and stylistic features in Latin texts
- Support the argument using relevant evidence from Latin texts and readings in English

- Use accurate, specific, and relevant references to the Latin
- Use reasoning to draw conclusions and make inferences based on textual features
- Use contextual knowledge and references to support the analysis

**Free-response question 4: Short-Answer: Vergil** presents students with a passage in Latin of approximately 5–10 lines from the required Vergil readings and requires students to answer a series of 5 to 7 questions based on the passage. This question assesses students' ability to read and comprehend Latin poetry written by Vergil, scan dactylic hexameter, translate Latin texts into English, and relate Latin texts to Roman historical, cultural, and literary contexts.

**Free-response question 5: Short-Answer: Caesar** presents students with a passage in Latin of approximately 50–75 words from the required Caesar readings and requires students to answer a series of 5 to 7 questions based on the passage. This question assesses students' ability to read and comprehend Latin prose written by Caesar, translate Latin texts into English, and relate Latin texts to Roman historical, cultural, and literary contexts.

# Task Verbs Used in Free-Response Questions

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The following **task verbs** are commonly used in the free-response questions:

**Analyze:** Examine methodically and in detail the structure of the topic of the question, for purposes of explanation and interpretation.

**Identify/Name or other interrogatory words such as What? Which? Who? Does? Why? Where?** Indicate or provide information about a specified topic, without elaboration or explanation.

**Scan/Mark the scansion:** Annotate the metrical pattern of a line of dactylic hexameter.

**Translate:** Render or express Latin text literally into English.

**Write:** Produce a response in writing.

# Sample Exam Questions

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The sample exam questions that follow illustrate the relationship between the course framework and AP Latin Exam and serve as examples of the types of questions that appear on the exam. After the sample questions you will find a table that shows which skill, learning objective(s), and unit each question relates to. The table also provides the answers to the multiple-choice questions.

## Section I: Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the exam.

**Neptune surveys his domain.**

Interea magno misceri murmure pontum  
emissamque hiemem sensit Neptunus et imis  
stagna refusa vadis, graviter commotus; et alto  
prospiciens, summa placidum caput extulit unda.

5 Disiectam Aeneae toto videt aequore classem  
fluctibus oppressos Troas caelique ruina,  
nec latuere doli fratrem lunonis et irae.  
Eurum ad se Zephyrumque vocat.

1. A stylistic device that occurs in line 1 (interea . . . pontum) is
  - (A) chiasmus
  - (B) alliteration
  - (C) polysyndeton
  - (D) hyperbole
2. The metrical pattern of the first four feet of line 2 is
  - (A) dactyl-spondee-dactyl-spondee
  - (B) spondee-dactyl-spondee-dactyl
  - (C) spondee-dactyl-spondee-spondee
  - (D) spondee-spondee-spondee-spondee
3. In lines 1-3 (Interea . . . commotus), Neptune is described as
  - (A) disturbed
  - (B) obstinate
  - (C) confused
  - (D) relieved

4. In line 4, summa unda is translated
  - (A) by the highest wave
  - (B) with the highest wave
  - (C) than the top of a wave
  - (D) from the top of a wave
5. From lines 5-6 (Disiectam . . . ruina) we learn that the Trojans were
  - (A) sad to leave their city in ruins
  - (B) preparing their fleet for a sea battle
  - (C) overwhelmed by rain and seawater
  - (D) searching the shore for shipwrecked comrades
6. The direct object of latuere (line 7) is
  - (A) classem (line 5)
  - (B) Troas (line 6)
  - (C) fratrem (line 7)
  - (D) Iunonis (line 7)
7. The case of irae (line 7) is
  - (A) nominative
  - (B) genitive
  - (C) dative
  - (D) vocative
8. In line 8, se is translated
  - (A) herself
  - (B) himself
  - (C) itself
  - (D) themselves
9. A characteristic of epic illustrated in the passage is
  - (A) invocation of the Muse
  - (B) extended simile
  - (C) descent into the underworld
  - (D) divine intervention in human affairs

### Becoming a Gallic priest

Druides a bello abesse consuerunt neque tributa  
una cum reliquis pendunt; militiae vacationem  
omniumque rerum habent immunitatem. Tantis  
excitati praemiis et sua sponte multi in disciplinam  
5 conveniunt et a parentibus propinquisque mittuntur.  
Magnum ibi numerum versum ediscere dicuntur.  
Itaque annos nonnulli XX in disciplina permanent.  
Neque fas esse existimant ea litteris mandare,  
cum in reliquis fere rebus, publicis privatisque  
10 rationibus Graecis litteris utantur. Id mihi duabus  
de causis instituisse videntur, quod neque in vulgum  
disciplinam efferri velint neque eos qui discunt  
litteris confisos minus memoriae studere.

10. In line 1, neque connects
  - (A) Druides (line 1) and tributa (line 1)
  - (B) bello (line 1) and reliquis (line 2)
  - (C) abesse (line 1) and pendunt (line 2)
  - (D) consuerunt (line 1) and pendunt (line 2)
11. According to lines 1-5 (Druides . . . mittuntur), many Gauls were attracted to the priesthood because Druids
  - (A) are exempt from military service
  - (B) receive tribute from the rest of society
  - (C) are allowed to take frequent vacations
  - (D) live apart from their parents and relatives
12. From line 6 (Magnum . . . dicuntur) we learn that priests in training were required to
  - (A) write verses
  - (B) recite verses
  - (C) interpret verses
  - (D) memorize verses
13. In line 9, cum is translated
  - (A) with
  - (B) since
  - (C) although
  - (D) whenever
14. In line 10, Id refers to
  - (A) a celebration
  - (B) a prohibition
  - (C) a competition
  - (D) an alliance

15. In line 13, memoriae is a
- (A) dative of indirect object
  - (B) dative with special verb
  - (C) genitive of possession
  - (D) genitive with verb of remembering
16. In this passage, Caesar departs from his customary narrative style by using
- (A) ablative absolute
  - (B) historical present
  - (C) first-person singular
  - (D) indirect statement

## Section II: Free-Response Questions

The following are examples of the kinds of free-response questions found on the exam. Note that on the actual AP Exam there will be two translation questions, an analytical essay, and two sets of short-answer questions.

### Translation: Vergil (Question 1 on AP Exam)

Charon complains.

Umbrarum hic locus est, somni noctisque soporae:  
corpora viva nefas Stygia<sup>1</sup> vectare carina.<sup>2</sup>  
Nec vero Alciden<sup>3</sup> me sum laetus euntem  
accepisse lacu, nec Thesea<sup>4</sup> Pirithoumque,  
5 dis<sup>5</sup> quamquam geniti atque invicti viribus essent.

<sup>1</sup>Stygius, -a, -um: Stygian, of the river Styx

<sup>2</sup>carina, -ae, f.: boat

<sup>3</sup>Alciden: acc. sing. of Alcides, -ae, m.: Hercules

<sup>4</sup>Thesea: acc. sing. of Theseus, -eos, m.: Theseus

<sup>5</sup>dis = de

**Aeneid 6. 390-394**

Translate the passage above as literally as possible.

### Analytical Essay (Question 3 on AP Exam)

(A)

Quod ubi Caesar animadvertis, naves longas, quarum et species erat barbaris  
inusitator et motus ad usum expeditior, paulum removeri ab onerariis navibus et  
remis incitari et ad latus apertum hostium constitui atque inde fundis, sagittis,  
tormentis hostes propelli ac submoveri iussit; quae res magno usui nostris fuit.  
Nam et navium figura et remorum motu et inusitato genere tormentorum permoti  
barbari constiterunt ac paulum modo pedem rettulerunt. Atque nostris militibus  
cunctantibus, maxime propter altitudinem maris, qui decimae legionis aquilam  
ferebat, contestatus deos, ut ea res legioni feliciter eveniret, "Desilite," inquit,  
"milites, nisi vultis aquilam hostibus prodere; ego certe meum rei publicae atque  
imperatori officium praestitiero." Hoc cum voce magna dixisset, se ex navi proiecit  
atque in hostes aquilam ferre coepit.

**Bellum Gallicum 4. 25**

**(B)**

- Maximus Ilioneus placido sic pectore coepit:  
"O regina, novam cui condere luppiter urbem  
iustitiae dedit gentes frenare superbas,  
Troes te miseri, ventis maria omnia vecti,  
5 oramus: prohibe infandos a navibus ignes,  
parce pio generi, et propius res aspice nostras.  
Non nos aut ferro Libycos populare Penates  
venimus, aut raptas ad litora vertere praedas;  
non ea vis animo, nec tanta superbia victis.  
...  
10 Quod genus hoc hominum? Quaeve hunc tam barbara morem  
permittit patria? Hospitio prohibemur harenæ;  
bella carent primaque vetant consistere terra.  
Si genus humanum et mortalia temnitis arma,  
at sperate deos memores fandi atque nefandi."

**Aeneid 1. 521-529, 539-543**

In the passages above, Romans and Trojans face difficulties in coming to shore safely. In a well-developed essay, analyze how they each attempt to overcome these difficulties.

BE SURE TO REFER SPECIFICALLY TO THE LATIN **THROUGHOUT** THE PASSAGES TO SUPPORT THE POINTS YOU MAKE IN YOUR ESSAY. Do NOT simply summarize what the passages say.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

**Short-Answer: Caesar (Question 5 on AP Exam)**

- Post diem quartum quam est in Britanniam ventum, naves XVIII quae equites  
sustulerant, ex superiore portu leni vento solverunt. Quae cum adpropinquarent  
Britanniae et ex castris viderentur, tanta tempestas subito coorta est ut nulla earum  
cursum tenere posset, sed aliae eodem unde erant profectae referrentur, aliae ad  
5 inferiorem partem insulae quae est propius solis occasum, magno sui cum periculo  
deicerentur.

**Bellum Gallicum 4. 28**

Answer the following questions in English unless the question specifically asks you to write out Latin words. Number your answer to each question.

1. According to lines 1-2 (naves . . . solverunt), what were the ships transporting?
2. According to lines 1-2 (naves . . . solverunt), what were the atmospheric conditions when the ships set sail?
3. Translate in context the word cum (line 2).
4. What kind of clause is introduced by ut (line 3)?
5. (A) Translate in context the words eodem unde (line 4) and (B) identify the case of eodem.
6. To which part of Britannia were some of the ships cast down (deicerentur, line 6) by the storm?
7. Which Roman emperor finally conquered Britannia and made it a Roman province?

# Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Objective
1	B	1.G	1.G.i
2	C	1.E	1.E.i
3	A	1.I	1.I.i
4	D	1.D	1.D.i
5	C	1.I	1.I.ii
6	C	1.D	1.D.iii
7	A	1.C	1.C.i
8	B	1.D	1.D.ii
9	D	3.F	3.F.i
10	D	1.D	1.D.i
11	A	1.I	1.I.ii
12	D	1.A	1.A.i
13	C	1.D	1.D.ii
14	B	1.I	1.I.i
15	B	1.C	1.C.i
16	C	3.F	3.F.ii

Free-Response Question	Question Type	Skills
1	Translation	2.A, 2.B, 2.C, 2.D
3	Analytical Essay	1.I, 4.A, 4.B, 5.A, 5.B, 5.C, 5.D, 5.E
5	Short-Answer	1.C, 1.I, 2.A, 2.B, 2.C, 3.A

## AP LATIN: SCORING RUBRIC FOR QUESTION 3: ANALYTICAL ESSAY

	<b>Development of Argument/Analysis</b>	<b>Use of Latin</b>	<b>Inferences &amp; Conclusions</b>	<b>Contextual Knowledge</b>
<b>5: Strong</b>	The student develops a strong essay about the topic of the question and consistently aligns it to Latin evidence. Occasional errors need not weaken the overall impression of the essay.	The student uses copious examples of accurate, specific, and relevant Latin, properly cited, drawn from throughout both passages.	The student consistently uses inferences and draws conclusions that accurately reflect the Latin and support the analysis.	The student is able to use specific contextual references consistently in order to support the analysis.
<b>4: Good</b>	The student develops a good essay about the topic of the question, providing main ideas and some supporting details. Although the analysis may not be nuanced, it is based on a sound understanding of the Latin.	The student uses examples of Latin that are generally accurate, specific, relevant, and properly cited: while they are not plentiful, they are drawn from throughout both passages.	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student may rely on what is stated or may make inaccurate inferences.	The student is able to use some specific contextual references that support the analysis.
<b>3: Average</b>	The student develops an adequate essay about the topic of the question. The answer reflects some understanding of the passages; OR the essay may be strong for one passage but weak for the other. Analysis (1) may not be well developed, (2) may rely on main ideas but few supporting details, or (3) it may be summary more than analysis.	The student may have few accurate Latin citations; they may not be linked to the analysis or may fail to support it.	The student may display only limited understanding of implied information.	The student may sometimes misunderstand contextual references or fail to connect them effectively to the analysis.
<b>2: Weak</b>	The student recognizes the passage(s), but presents only a weak essay. It may be confusing and lack organization, or it may rely on summary. It addresses (1) only portions of each passage, or (2) one passage well, but the other not at all.	The student provides little Latin support, taken out of context or misunderstood; or may use no Latin.	The student may make incorrect assumptions or make inferences and conclusions based on the passages only rarely.	The student may show no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.

*continued on next page*

	<b>Development of Argument/Analysis</b>	<b>Use of Latin</b>	<b>Inferences &amp; Conclusions</b>	<b>Contextual Knowledge</b>
<b>1: Poor</b>	The student understands the question but offers no meaningful analysis. Although the student may not recognize the passages, the response contains some correct, relevant information.	The student cites no Latin, or only individual Latin words, and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student does not make inferences and conclusions based on the passages.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.
<b>0: Unacceptable</b>	The student offers a response that is totally irrelevant, totally incorrect, or restates the question.	The student demonstrates no understanding of Latin in context.	The student does not make inferences and conclusions based on the passages.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the [AP Latin exam page](#) on AP Central.



AP LATIN

# Scoring Guidelines

## Question 1: Translation: Vergil

Charon complains.

Umbrarum hic locus est, somni noctisque soporae:  
corpora viva nefas Stygia<sup>1</sup> vectare carina.<sup>2</sup>  
Nec vero Alciden<sup>3</sup> me sum laetus euntem  
accepisse lacu, nec Thesea<sup>4</sup> Pirithoumque,  
5 dis<sup>5</sup> quamquam geniti atque invicti viribus essent.

<sup>1</sup>Stygius, -a, -um: Stygian, of the river Styx

<sup>2</sup>carina, -ae, f.: boat

<sup>3</sup>Alciden: acc. sing. of Alcides, -ae, m.: Hercules

<sup>4</sup>Thesea: acc. sing. of Theseus, -eos, m.: Theseus

<sup>5</sup>dis = de

*Aeneid 6. 390-394*

Translate the passage above as literally as possible.

## Scoring Guidelines for Question 1: Translation: Vergil

15 points

Skills: 2.A 2.B 2.C 2.D

For every correctly translated segment, award one point. The response must correctly translate all words in a given segment to receive credit for that segment.

1	<b><i>Umbrarum:</i></b> of shadows/shades/ghosts	
2	<b><i>hic locus est:</i></b> this is a/the place/region	
3	<b><i>somni:</i></b> of sleep/slumber	
4	<b><i>noctis -que soporae:</i></b> and of drowsy/sleepy night	
5	<b><i>corpora viva:</i></b> living bodies	
6	<b><i>nefas vectare:</i></b> [it is] an abomination/a crime/impious/forbidden to carry/transport	
7	<b><i>Stygia carina:</i></b> in/by means of the Stygian boat/ferry	
8	<b><i>Nec . . . nec:</i></b> neither/and not . . . nor/and not	1 point each
9	<b><i>vero sum laetus:</i></b> indeed I was (not) delighted/joyful/happy/did (not) rejoice/like it	
10	<b><i>me accepisse:</i></b> that I (had) accepted/received/boarded	
11	<b><i>Alcidē euntem lacu:</i></b> Alcides/Hercules going on the lake/pool/water	
12	<b><i>Thesea Pirithoum -que:</i></b> (nor) Theseus and/or Pirithous [must be construed as direct objects of accepisse]	
13	<b><i>quamquam essent:</i></b> although they were	
14	<b><i>dis geniti:</i></b> born of/from gods	
15	<b><i>atque invicti viribus:</i></b> and unconquered/undefeated in strength/might	

Total for question 1      15 points

## Question 3: Analytical Essay

(A)

Quod ubi Caesar animadvertisit, naves longas, quarum et species erat barbaris inusitatior et motus ad usum expeditior, paulum removeri ab onerariis navibus et remis incitari et ad latus apertum hostium constitui atque inde fundis, sagittis, tormentis hostes propelli ac submoveri iussit; quae res magno usui nostris fuit. Nam et navium figura et remorum motu et inusitato genere tormentorum permoti barbari constiterunt ac paulum modo pedem rettulerunt. Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimae legionis aquilam ferebat, contestatus deos, ut ea res legioni feliciter eveniret, "Desilite," inquit, "milites, nisi vultis aquilam hostibus prodere; ego certe meum rei publicae atque imperatori officium praestitero." Hoc cum voce magna dixisset, se ex navi proiecit atque in hostes aquilam ferre coepit.

*Bellum Gallicum 4. 25*

(B)

Maximus Ilioneus placido sic pectore coepit:

"O regina, novam cui condere luppiter urbem  
iustitiaque dedit gentes frenare superbas,  
Troes te miseri, ventis maria omnia vecti,

- 5 oramus: prohibe infandos a navibus ignes,  
parce pio generi, et proprius res aspice nostras.  
Non nos aut ferro Libykos populare Penates  
venimus, aut raptas ad litora vertere praedas;  
non ea vis animo, nec tanta superbia victis.

...

- 10 Quod genus hoc hominum? Quaeve hunc tam barbara morem  
permittit patria? Hospitio prohibemur harenæ;  
bella carent primaque vetant consistere terra.  
Si genus humanum et mortalia temnitis arma,  
at sperate deos memores fandi atque nefandi."

*Aeneid 1. 521-529, 539-543*

In the passages above, Romans and Trojans face difficulties in coming to shore safely. In a well-developed essay, analyze how they each attempt to overcome these difficulties.

BE SURE TO REFER SPECIFICALLY TO THE LATIN **THROUGHOUT** THE PASSAGES TO SUPPORT THE POINTS YOU MAKE IN YOUR ESSAY. Do NOT simply summarize what the passages say.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

## General Scoring Notes

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence

## Scoring Guidelines for Question 3: Analytical Essay Skills: 1.I 4.A 4.B 5.A 5.B 5.C 5.D 5.E

**5 points**

	0 Unacceptable	1 Poor	2 Weak	3 Average	4 Good	5 Strong
DEVELOPMENT OF ARGUMENT/ANALYSIS	The student offers a response that is totally irrelevant, totally incorrect, or restates the question.	The student understands the question but offers no meaningful analysis. Although the student may not recognize the passages, the response contains some correct, relevant information.	The student recognizes the passage(s), but presents only a weak essay. It may be confusing and lack organization, or it may rely on summary. It addresses (1) only portions of each passage, or (2) one passage well, but the other not at all.	The student develops an adequate essay about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore. The answer reflects some understanding of the passages; OR the essay may be strong for one passage but weak for the other. Analysis (1) may not be well developed, (2) may rely on main ideas but few supporting details, or (3) it may be summary more than analysis.	The student develops a good essay about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore, providing main ideas and some supporting details. Although the analysis may not be nuanced, it is based on a sound understanding of the Latin.	The student develops a strong essay about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore and consistently aligns it to Latin evidence. Occasional errors need not weaken the overall impression of the essay.
USE OF LATIN	The student demonstrates no understanding of Latin in context.	The student cites no Latin, or only individual Latin words, and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student provides little Latin support, taken out of context or misunderstood; or may use no Latin.	The student may have few accurate Latin citations; they may not be linked to the analysis or may fail to support it.	The student uses examples of Latin that are generally accurate, specific, relevant, and properly cited: while they are not plentiful, they are drawn from throughout both passages.	The student uses copious examples of accurate, specific, and relevant Latin, properly cited, drawn from throughout both passages.
INFERENCES & CONCLUSIONS	The student does not make inferences and conclusions based on the passages.	The student does not make inferences and conclusions based on the passages.	The student may make incorrect assumptions or make inferences and conclusions based on the passages only rarely.	The student may display only limited understanding of implied information.	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student may rely on what is stated or may make inaccurate inferences.	The student consistently uses inferences and draws conclusions that accurately reflect the Latin and support the analysis.
CONTEXTUAL KNOWLEDGE	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.	The student may show no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.	The student may sometimes misunderstand contextual references or fail to connect them effectively to the analysis.	The student is able to use some specific contextual references that support the analysis.	The student is able to use specific contextual references consistently in order to support the analysis.

## Question 5: Short-Answer: Caesar

Post diem quartum quam est in Britanniam ventum, naves XVIII quae equites  
sustulerant, ex superiore portu leni vento solverunt. Quae cum adpropinquarent  
Britanniae et ex castris viderentur, tanta tempestas subito coorta est ut nulla earum  
cursum tenere posset, sed aliae eodem unde erant prefectae referrentur, aliae ad  
5 inferiorem partem insulae quae est propius solis occasum, magno sui cum periculo  
deicerentur.

### ***Bellum Gallicum 4. 28***

Answer the following questions in English unless the question specifically asks you to write out Latin words. Number your answer to each question.

1. According to lines 1-2 (naves . . . solverunt), what were the ships transporting?
2. According to lines 1-2 (naves . . . solverunt), what were the atmospheric conditions when the ships set sail?
3. Translate in context the word cum (line 2).
4. What kind of clause is introduced by ut (line 3)?
5. (A) Translate in context the words eodem unde (line 4) and (B) identify the case of eodem.
6. To which part of Britannia were some of the ships cast down (deicerentur,  
line 6) by the storm?
7. Which Roman emperor finally conquered Britannia and made it a Roman province?

## Scoring Guidelines for Question 5: Short-answer: Caesar

8 points

Skills: 1.C 1.I 2.A 2.B 2.C 3.A

1	Cavalry/horsemen/mounted soldiers/knights	1 point
2	There was a mild wind/light breeze.	1 point
3	"when"	1 point
4	Result clause	1 point
5(A)	"to the same place from where/whence"	1 point
5(B)	Dative	1 point
6	The lower part of the island (toward the west)	1 point
7	Claudius	1 point

Total for question 5      8 points

