AP Latin: Caesar & Vergil
2014-2015
Contact info:

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Dr. McGay’s Curriculum Vitae

- B.A. in Greek and Latin, *cum laude*, Gettysburg College
- M.A. and Ph.D. in Classics, Fordham University.
- Researched in many European libraries, incl. The Vatican Library
- Lived in Rome for one year (2000)– visited all major architectural sites and collected a digital photo library of 4,000 + images
- 2 for 1: Wife is also a professor of Classics at Villanova Univ.
- Summer of 1998: studied at the American School of Classical Studies at Athens
- Used to be live-in caretaker and docent of historic house museum in The Bronx, NY. The Valentine-Varian House

(next page)
13th century manuscript
This year we will read selections from two of the most famous and influential works in Western literature: the battle commentaries of the Gallic campaigns by Julius Caesar, and the Roman mythological epic, the *Aeneid*, composed by Vergil. Both were written in the 1st century BCE, and though vastly different in genre and intent, they each present a tale of a hero. Both texts also offer insights on Roman character and political thought in this period of transition from the Republic to the Empire.
Course Overview and Goals

The AP Latin course is designed to give students the training and experiences needed to be successful on the College Board AP Latin exam. Our course goals are to develop the ability to translate the required passages from Caesar’s *De bello Gallico* and Vergil’s *Aeneid* into English as literally as possible, to understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to recognize and discuss the reasons behind particular styles of writing and the rhetorical devices employed. With these considerations in mind students will learn to analyze the text and draw their own logical conclusions.
Course Overview and Goals

Students will be provided annotated texts of *De bello Gallico* and the *Aeneid*, and also ancillary workbooks, which provide copious AP practice questions. This course encourages students to read Latin prose and poetry aloud and at sight with accurate comprehension and appreciation. For the Vergil text, students will learn to scan dactylic hexameter and how it is used to enhance the text and create effect. Assessments will include homework, exams, sight translations, presentations, vocabulary cards, research projects, recitations, and analytical and interpretative essays.
Course Goals (in list form)

- To read and translate the Latin passages required by the College Board for AP Latin (according to the AP® Latin Course description – see next page)
- To develop the ability to translate as literally as good English will allow, while keeping as close to the Latin idiom as possible. (See the chunking translation method)
- To practice reading Latin at sight.
Course Goals (in list form)

- To develop the ability to analyze and discuss in class and in interpretive essays Caesar’s and Vergil’s style, structure, use of imagery, literary motifs, rhetorical devices, characterization, sound effects, metrical effects, and allusions to mythology, history and culture.

The following is a list of devices to be learned thoroughly as prescribed by the College Board:

- alliteration
- anadiplosis
- anaphora
- aposiopesis
- apostrophe
- asyndeton
- chiasmus
- enjambment
- golden line
- graphic word order
- hyperbaton
- hyperbole
- litotes
- metaphor
- metonymy
- onomatopoeia
- personification
- polysyndeton
- rhetorical question
- simile
- synchysis
- tmesis
- tricolon
- zeugma.
Course Goals (in list form)

- To perform research and discuss the social, political and historical influences on Julius Caesar and Vergil.
- To develop the ability to scan dactylic hexameter or “heroic meter.”
- To become familiar with the sequence of historical events as narrated by Julius Caesar in the DBG (De bello Gallico).
- To become familiar with the plot of all twelve books of the Aeneid from reading the poem in its entirety in English.
Course Goals (in list form)

- To know Latin grammar and syntax and be familiar with poetic exceptions and special forms. In particular, students will know thoroughly the list of grammatical terms specified within the AP Latin Curriculum Framework:

[gerund, gerundive, supine, result clause, purpose clause, relative clause of characteristic, relative clause of purpose, indirect discourse (statement, question, command), conditions (apodosis, protasis), moods, jussive/hortatory subjunctive, periphrastics, deponent, genitive (partitive, with impersonal verbs, certain adjectives, and verbs of remembering or forgetting), dative (possession, purpose, with compound or special verbs, agent, reference), accusative (duration of time, respect, with Greek middle participle), ablative (absolute, separation, comparison, specification, cause, description degree of difference, special verbs, time when, time within which)].
Required Reading, Texts and Materials

A. Caesar’s *Gallic War* in Latin: *De Bello Gallico* (*DBG*)
* Book 1: chapters 1-7
* Book 4: chapters 24-35 and the first sentence of chapter 36
* Book 5: chapters 24-48
* Book 6: chapters 13-20

B. Caesar’s *Gallic War* in English: Books 1, 4, 5, 6, 7.
Most translations are acceptable; please check with me before reading.
C. Vergil’s *Aeneid* in Latin [912 lines total]:

* Book 1: lines 1-209, 418-440, 494-578 [396 lines total]
* Book 2: lines 40-56, 201-249, 268-297, 559-620 [154 lines total]
* Book 4: lines 160-218, 259-361, 659-705 [206 lines total]
* Book 6: lines 295-332, 384-425, 450-476, 847-899 [156 lines total]


D. Vergil’s *Aeneid* in English: Books 1, 2, 4, 6, 8, 12.

Most translations are acceptable; I recommend Robert Fagles’ Penguin edition.
Grading Policy and Percentages

- Class Participation and Preparedness: 15%
- Homework: 25%
- Tests, Essays, and Presentations: 60%
Semper Parati! Because the AP exam is scheduled close to the beginning of the 4th marking period, we will need to keep to a rigorous, yet manageable, pace for the first three marking periods. Small amounts of the AP syllabus will be assigned *per noctem* for homework. The AP student is expected to come to class prepared with HW conscientiously done and note-taking materials in hand. In class, I expect you to take notes on the passages and to refine the translations and keep them in a notebook. In addition, the AP student is expected to take an *active* role in class, i.e., in discussing translations and analyzing passages in terms of language, style, rhetoric, imagery, meter, and possible allusions to myth, history and culture. Ideally, the student will become a literary critic as well as an advanced translator. Class time, therefore, is vital for preparing yourself for the translations and essays on the AP exam, and should not be missed except for dire emergencies.
Scoring Participation

Each student will begin the marking period with an 80% participation grade. This grade will be increased by active participation that greatly impresses the teacher, or will be reduced due to disruptive or inappropriate behavior or by lack of preparedness. Unauthorized use of technology during instructional time (taking out cell phones, playing games on devices, etc.) means you are not giving your full, undivided attention to the study of Latin. It also means you are not participating in class. Ergo, such infractions will incur the automatic loss of 10 points from your participation-behavior grade. The teacher makes the ultimate decision in this grade area.
A short list of on-line resources for helping prepare translations:


- No Dictionaries.com for Vergil: [http://nodictionaries.com/vergil/aeneid-1/1-7](http://nodictionaries.com/vergil/aeneid-1/1-7)

- Professor Francese’s website on the Gallic Wars: [http://dcc.dickinson.edu/caesar/caesar-introduction](http://dcc.dickinson.edu/caesar/caesar-introduction)

• Dr. McGay’s YouTube Channel, “VeniVidiVici Videos”: https://www.youtube.com/channel/UCtINZEp8y9ApkA1fDWTpeQw?feature=watch
• Quizlet for vocabulary practice
• LacusCurtius
# Yearly Schedule by Book and Author

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<thead>
<tr>
<th>1st Quarter:</th>
<th>3rd Quarter:</th>
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<tbody>
<tr>
<td>1. Caesar, Book 1 lines</td>
<td>1. Vergil, Book 4 lines (if</td>
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<td>2. Caesar, Book 6 lines</td>
<td>necessary)</td>
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<td>3. Caesar, Book 4 lines</td>
<td>2. Vergil, Book 6 lines</td>
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<td>4. start Vergil</td>
<td>3. Caesar, Book 5 lines</td>
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<th>2nd Quarter:</th>
<th>4th Quarter:</th>
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<tr>
<td>1. Vergil, Book 1 lines</td>
<td>1. Caesar, Book 5 lines (if</td>
</tr>
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<td>2. Vergil, Book 2 lines</td>
<td>necessary)</td>
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<tr>
<td>3. Vergil, Book 4 lines</td>
<td>2. Review</td>
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<td>4. Midterm</td>
<td>3. AP Exam</td>
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<td>4. post AP project</td>
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B. HOMEWORK

In the main, Homework will be of two types: (a) translating assigned lines that are chunked out + keeping a running vocab list, or (b) completing the workbook sections.

In advance of typical class meetings, the student is expected…
(1) to make a list of any unfamiliar vocabulary,
(2) to fill out translations on the chunked worksheets.

The AP examiners grade translations by the chunking method: each chunk is worth one point.
if the HW is a workbook assignment, the student is expected…:

(3) to fill in the corresponding sections in the workbook.

➔ The workbooks offer lots of practice with AP-type questions, including multiple choice, short answer, and short and long essays. In addition, there are vocabulary exercises.
The “In-The-Building-Rule”: If you miss Latin class, but are in the building for any part of the day, you must turn in the HW assignment in order to get credit.
C. TRANSLATIONS: A SPECIAL NOTE.

The AP exam requires two types of translation: literal prepared translations and “sight” or unseen translations. If you memorize [Ideally, I would rather have you memorize how the Latin works, rather than memorizing English translations.] … or learn the assigned lines on the syllabus thoroughly, you should earn a score of 4 on the exam, or at worst a 3. To score a 5, you will need to be able to render sight passages. The purpose of sight reading is to develop greater proficiency with reading the Latin idiom. So, in addition to the prepared translations, we will practice translating a few other Roman authors at sight in order to gain familiarity with this method.
The AP exam also demands literal translations, i.e., English translations that keep as close to the Latin as possible. You may think you want to paraphrase, wax poetically in different directions, or leave out certain words in your translations. This would be an error in judgment. Think of your English translations as being more about the actual Latin wording than your English rendering.

Moreover, I heartily recommend “visualizing” each Latin word. Mental pictures of nouns and actions will help improve your facility in reading Latin.
D. ASSESSMENTS and ESSAYS

In order to gain familiarity with the AP exam and to test smaller amounts of material, we will have an AP-like assessment every other block day. Please use all of your resources, especially the workbook, to prepare for these tests. Expect translations, short answer, (vocabulary) fill in the blank, multiple choice, sight passages and short essays. Longer essays will most likely be assigned as homework. For the essays, you will discuss, and often compare, use of language, rhetorical devices, grammar, themes, style, historical and cultural allusions and metrical scansion. I will give you a rubric for writing and grading essays.

We will have a vocabulary test on Caesar in the 2\textsuperscript{nd} quarter, and one on Vergil at the beginning of the 4\textsuperscript{th} marking period.
E. RESEARCH, RECITATIONS and REPORTS

Time permitting, we will have opportunities to read and report on supplementary articles, and to research and present projects on cultural, historical, mythological, and social topics. Also time permitting, we will have *recitationes* or recitations of 10-12 memorized lines to practice the meter and sonorous elements of the *Aeneid*. 
"Equidem beatos puto, quibus deorum munere datum est aut facere scribenda aut scribere legenda, beatissimos vero quibus utrumque. “

Plinius Secundus
Gaius Julius Caesar
(13 July 100 BC – 15 March 44 BC)

Commentarii de Bello Gallico

- The 3 Divisions of Gaul
- Orgetorix, Vercingetorix
- Invasions of Britain
- Druids