

Lesson Outline: Vergil, *Aeneid* 4.9-30

Introduction

- Translating the lines of Dido's opening speech in *Aeneid* 4
- Length of Lesson: 50 minutes

Learning Objectives

Students will:

1. Translate Latin into grammatically correct English.
2. Identify the form and the function of Latin words in context.
3. Read aloud hexameter Latin poetry in correct meter.

Content

- *Aeneid* 4.9-30

Materials and Advanced Preparation

- *Pharr's Aeneid*
- Group Activity Sheets (5)
- Lines (4.9-30) for the document camera
- Checklist for Quiz 3
- Checklist for Test 2
- List of prepared questions

Teaching and Learning Sequence

Introduction and Warm-up (10-15 minutes)

- Welcome students with "salvete" to signal the beginning of class.
- Place warm-up directions on the document camera upon first entering the class.
 - The warm-up is for the students to choose 1-2 lines from last night's homework to scan aloud for the class.
- Collect homework from the night before.
- Introduce the guest, Tim Moore, to the class.
- Remind students about Quiz 3 and Test 2 (**handout checklists**)
- Complete warm-up, allowing all students to scan their line(s).

Main Lesson (30-35 minutes)

- Introduce the main lesson for the day, explain the group activity and separate the students into predetermined groups based upon class performance, gender, and background. The goal is to allow all students in the class an opportunity to work with all of their classmates and to create as diverse a group as possible to enhance discussion. (**handout groupwork**)
- Each group of 3 is assigned 4-5 lines of the homework to work on in groups and to complete a polished translation to share with the class. The goal of this group-work is to (a) lower student anxiety about being called on to provide a solo translation, to (b) create an atmosphere of cooperative translation in which students can help each other become more proficient at translation, and (c) to attempt to differentiate instruction from the typical translation format.

- In addition to providing a translation, students also choose a work from their section that they find interesting and/or difficult to share with the class. This provides a sense of relevance and personal connection with the text that enhances student participation.
- After all groups have had ample opportunity to complete the activity, each group presents their lines to the class. Groups should present from the front of the class in order to engage kinesthetic learners into the lesson. The instructor should come prepared with leading questions for the group and the class about grammar, syntax and style to help further understanding of the passage.

Wrap-up (5 minutes)

- After all groups have completed their selections, the instructor asks if there are any lingering questions.
- Then, the instructor again reminds the students about the upcoming quiz on Friday and says “valetē” to the class, signaling the end of the period.

Homework

1. Study for Quiz 3 on Friday.

Evaluation

- Formative assessment
 1. Group activities and participation in questioning/discussion
 2. Homework
- Summative assessment
 1. Quiz 3
 2. Test 2

Adaptations

Adaptations can be made to the group activity to include different types of learners. Students could be asked to rearrange their passage into English word order before translating either on the worksheet or with the words on index cards. This adaptation would help provide a tactile touch to the lesson, making it more beneficial to kinesthetic learners. In addition, students could be asked to highlight different forms, functions or literary devices in different colors. This change would prove beneficial to visual learners. The current lesson, with the oral recitation of scansion is aimed at assisting auditory learners.

References

Pharr, C. (1964). *Vergil's Aeneid: Books I-VI*. Revised Edition. D.C. Heath & Co.: Lexington, Mass.