

Advanced Placement Latin Summer Assignment

Welcome to AP Latin!

The objective of this course is to read selections from Vergil's *Aeneid* and Caesar's *Commentaries on the Gallic War* (DBG) in order to prepare for the difficult three-hour Advanced Placement Latin exam, given nationally in early May. Students will develop skills in reading, translating, and analyzing Latin texts, as well as demonstrating contextual knowledge, making connections to other disciplines, and making comparisons between Latin and English usages. Each student will have to pay approximately \$87.00 for this exam; financial assistance is available to those who qualify. Taking the exam is a sound investment in your future, as a passing grade on the AP exam counts for credit at some colleges, potentially saving you thousands of dollars in tuition.

The following lines of the *Aeneid* will be read in Latin:

Book I: 1 – 209; 418 – 440; 494 – 578
Book II: 40 – 56; 201 – 249; 268 – 297; 559 – 620
Book IV: 160 – 218; 259 – 361; 659 – 705
Book VI: 295 – 332; 384 – 425; 450 – 476; 847 – 899

All twelve books of the *Aeneid* will be read in English.

The following chapters of the *Gallic War* will be read in Latin:

Book I: Chapters 1–7
Book IV: Chapters 24–35 and the first sentence of Chapter 36
Book V: Chapters 24–48
Book VI: Chapters 13–20

Books I, VI, and VII of the *Gallic War* will be read in English.

Over the summer, you should read and take careful notes on: A) the introduction in *Our Latin Heritage IV* (pages 1 – 32) and B) the introduction in Mueller's *Caesar* (pages xv – xxxix). Additionally, you will answer the attached questions pertaining to those readings. You should also read the entire *Aeneid* in English translated by Mandelbaum and Books I, VI, and VII of Caesar in English translation.

Everyone will also need a 3-ring binder, 2–3 inch, for photocopies of the text, translations, notes, etc. Save everything, and keep yourself organized!

Anything else in *OLH4* is yours for the reading: I recommend being ready to scan dactylic hexameter (see pp. 476–477); literary terms (p. 483 et seq.); appendix of basic grammar (pp. 417 – 468); Vergilian grammar (p. 469 et seq.); and the “World of Vergil” illustrated insert, pages I-1 through I-16. Past students have consistently said that knowing vocabulary is the number one priority to doing well in this class.

If you feel that your grammar is weak, please review on your own in the grammatical appendix. We will *not* spend class time reviewing grammar, so you need to be responsible for your own review. I am available after school for additional help.

I look forward to working with you in September to ensure that your study of Vergil and Caesar is a positive and meaningful experience!

ex animo,
Ms. Mix

AP Latin Summer Checklist

Vergil

- Read the entire *Aeneid* in English (Mandelbaum translation)
- Read and take notes on *OLH4*, pp. 1-32.
- Answer questions in this packet
- Study vocabulary (Pharr “general word list” & quizlet.com)

Caesar

- Read Books I, VI, and VII of *De Bello Gallico* in English (Hammond translation)
- Read and take notes on Mueller’s introduction (pp. xv-xxxix)
- Answer questions in this packet
- Study vocabulary (Mueller “general word list” & quizlet.com)

General

- Review grammar
- (suggested) Read all of *DBG; Iliad, Odyssey, Lavinia*
- (suggested) Buy, borrow, or share Ronald B. Palma’s *AP Latin Vergil Exam: Are You Serious About Getting a 5?* (published by REA Test Preps)

Any questions? E-mail me, mix@latinacademy.org

PART I: VERGIL'S WORLD**I. Pages 1 – 3**

1. What situation did the assassination of Caesar bring about?
2. What did Antony immediately do?
3. Describe how Antony tried to obtain military power. Who upset his plans?
4. How old was Octavius when Caesar was murdered? What was his relationship to Caesar?
5. Describe Octavian's actions at the time of Caesar's murder. Who backed him?
6. Describe Antony's defeat.
7. Who made up the Second Triumvirate?
8. Where and by whom was the last battle to maintain the Republic fought?
9. What happened to Cicero?
10. What happened around 40 B.C. and how was it resolved?
11. What happened in 38 B.C.?
12. Describe Lepidus' fate.
13. What title did Lepidus hold until his death?
14. Who were Agrippa and Maecenas?
15. How did Antony divide up the east and how did Octavian use this against him?
16. What action did Octavian take in 32 B.C.?
17. Where did the final naval battle take place and who was victorious?
18. Describe the deaths of Antony and Cleopatra.
19. What title did Octavian assume in 27 B.C.?

II. The Princeps: his Power and Glory (pages 3 – 6)

1. Describe Octavian's victory celebration of 29 B.C.
2. Describe the entertainment for the populace.
3. The doors of which temple were closed, and what did this act signify?
4. How did Octavian reorganize the government? Why did he do it in this way?
5. Describe the purge of 28 B.C.
6. What new regulation did Octavian impose on the Senators?
7. What does the term Princeps really mean?
8. Describe Octavian's actions before retiring and the Senate's reaction to his retirement.
9. What other powers did Augustus obtain although he had resigned his consulship?
10. Describe what powers Augustus was awarded in 18 B.C., 12 B.C. and in 2 B.C.
11. Describe Augustus' organization of the civil service.
12. How did Augustus organize the army?
13. What was the state of the treasure under Augustus?

III. Religious and Social Reform (pages 7 – 8)

1. Describe the effect of Alexander the Great's conquests on the cultures he subjugated.

2. What does the term Hellenistic culture mean?
3. Describe Cleopatra's plans.
4. Define the terms *mores majorum* and *Romanitas*.
5. What observances did Augustus reinstitute in his use of religion for political reasons?
6. Define the following Roman virtues: *pietas*, *officium*, *gravitas*, *constantia*, *severitas*, *disciplina*, *industria*, *virtus*, and *clementia*.
7. Describe Augustus' reforms after 12 B.C.
8. Define *Divi Filius*.
9. Do you think that the types of reforms Augustus instituted would have worked or not? The answer is strictly your opinion. THINK ABOUT IT!

IV. Literature and Art (pages 8 – 12)

1. What type of education did Augustus receive?
2. How was Maecenas involved in the arts? Who was in the group of artists he gathered around himself?
3. Who was Asinius Pollio and what artists did he gather around himself?
4. Who was Messala and what writers did he gather around himself?
5. What patron did Ovid have? What is his most famous work and what is it about?
6. What are some of his other works? What finally happened to Ovid, and why?
7. Who was Livy and what did he write? Describe his work.
8. What unique place did literature achieve during the Augustan age?
9. For what did Augustus use art and architecture?
10. Describe the painters of this time.
11. For what quality were Roman busts and bas reliefs famous?

V. Augustus: His Place in History (pages 12 – 13)

In a well-written paragraph, describe both the positive and the negative aspects of Augustus' rule.

PART II: PUBLIUS VERGILIUS MARO

I. The Life of Vergil (pages 14 – 15)

1. How, when, and where was he born? What was his family background?
2. Describe Vergil's early education.
3. Describe Vergil's education and professional activities between 48 and 42 B.C.
4. What happened to Vergil's family after the battle of Philippi?
5. Who helped Vergil and what was the result?
6. Where did Vergil spend most of his time writing?
7. How, when, and where did Vergil die?
8. What had Vergil instructed Varius and Tucca to do with his manuscript of the *Aeneid*?
9. What actually happened to the manuscript?

II. The Works of Vergil (pages 16 – 18)

List the three major works of Vergil, the subject matter and the dates of publication.

III. Introduction to the *Aeneid* (pages 18 – 32)

Read these pages carefully, and take notes. At this point you will not answer detailed questions, but you are responsible for the main facts about the Trojan War and the story of the *Aeneid*.

PART III: HOMER & LAVINIA

As an epic poem, the *Aeneid* is largely based on the two Homeric epic, the *Iliad* and the *Odyssey*. You are strongly encouraged to read either or both of those epics over the summer. The more you read, the better you will be prepared to succeed. Choose a recent translation that you like; Fagles and Lombardo are two of my preferences. At the least, you should familiarize yourself with the basic plot and major characters (e.g. Achilles, Odysseus, Hector, Priam, Diomedes) as told in the original. You should also pay close attention throughout the year to how Vergil reworks the mythology of Homer, adapting to suit a different purpose.

Ursula K. Le Guin's 2008 novel *Lavinia* is a fun and easy summer read, which gives a voice to Lavinia, the daughter of King Latinus and Queen Amata, who rule Latinum in the era before the founding of Rome. I strongly recommend it. It will give you a better feel for the second half of the *Aeneid*.

PART IV: THEMES IN THE *AENEID*

Throughout the course of this year, you will be writing a number of essays that explore the themes and leitmotifs of the *Aeneid*. As you are reading the *Aeneid* in English translation this summer, keep in mind this list of themes, and start to think about which one of these (or another theme) you will research in more depth during the school year.

1. The twin themes of order and chaos overarch the entire epic. Give examples of how characters, events and symbols develop this theme. *Furor* vs. *Pietas*.
2. Prophecy appears throughout the *Aeneid*. Give examples of how direct messages from the gods drive the epic.
3. Omens, symbols and indirect messages play a role in steering the story line of the epic. Cite specific examples of this phenomenon.
4. Women are sometimes critical figures in the epic. Name specific instances where the appearance of a human woman or a group of human women adds a distinctive layer of understanding of the epic and interpret.
5. Reverence or disregard of elders is a theme in the poem. Cite specific examples of either of these and interpret.
6. Sometimes events in the *Aeneid* seem fair, sometimes not. Refer to particular events in which fairness plays a role and come to a conclusion on the theme of fairness.
7. Aeneas is but one of many leaders in the *Aeneid*. Choose individual examples of positive or negative leadership and what constitutes each.
8. The gods are always in the background, and sometimes in the foreground, in Vergil's work. Comment on occurrences of divine intervention, either positive or otherwise, that help the audience understand their role in the epic. Consider the motifs of

responsibility, interpretation and pathos.

9. Father and son pairs appear in the Aeneid. Present information that informs the positive and negative characteristics of good and bad father and son interactions.
10. The Aeneid is not just an epic about the immediate followers of Aeneas, but it is also about the Romans, the extended family of the hero. Cite specific examples of events and situations in the Aeneid where Vergil explains an aetiology or in another way show continuity between Trojan, Aenean past and Roman-Augustan present.
11. Devotion to the gods, or lack thereof, serves to characterize players on the epic stage. Refer to certain people and events that illustrate this dynamic.
12. Friendships and alliances emerge as a theme in the Aeneid. Shed light on how this social arrangement works in the poem.
13. Vergil sometimes invites his audience to feel sympathy for individuals and groups technically classified as threats or enemies. Develop how the poet does this by naming specific cases of this and offer an interpretation as to how this is consistent with the greater themes of the epic.
14. How one treats the dead is of import in the Aeneid. Discuss instances where reverent and irreverent treatment of the deceased functions in the work and conjecture as to why Vergil has included this topic in his poem.
15. There are many exemplary youths in the Aeneid. Name some of the positive and negative attributes of young men, giving examples. Comment on why many of these youths die so tragically.

BIG THEMES IN BOTH VERGIL AND CAESAR

1. **Literary Genre and Style.** What are the differences between epic and *commentarius*? What are the purposes and effects of Vergil's and Caesar's style?
2. **Roman Values.** What values and ideals are portrayed as characteristically Roman?
3. **War and Empire.** Why do wars happen? What questions do these works raise about the consequences of war?
4. **Leadership.** What makes a good leader?
5. **Views of Non-Romans.** In what ways do the authors portray the various non-Roman peoples that appear in the works? What criteria do they use to evaluate these groups?
6. **History and Memory.** How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly? How do the authors see the importance of historical events for the Roman people?
7. **Human Beings and the Gods.** What roles do the gods play and how are they perceived? To what extent do the gods of other peoples resemble those of the Romans? How do the authors portray fate? How does fate affect human beings?

PART I: CAESAR'S LIFE

(pp. xv – xxv)

1. In a one sentence, explain why Caesar is such an important figure for Rome and for America.
2. In what year was Caesar born? When (exact date) and how did he die?
3. Gaius Marius (called simply “Marius” here) was an important figure in the early part of the 1st century BC. Explain his accomplishments, and his connection to Caesar.
4. How was Sulla connected to Marius?
5. What did Sulla do after the death of Marius? What are “proscriptions”? Which other time in Roman history had proscriptions?
6. Explain the difference between *optimates* and *populares*. Which was Caesar? Marius? Sulla?
7. How was Pompey connected to Sulla? What nickname did Pompey acquire and why?
8. Why was Caesar awarded the *corona civica*?
9. What happened when Caesar was captured by pirates?
10. What was Caesar's reputation as a public speaker (orator)?
11. When was Caesar *aedile*? What was his legacy as *aedile*?
12. Why was there scandal surrounding Caesar's election as *pontifex maximus* in 63 BC? How was this indicative of Roman politics at the time? (And, what other scandal was affecting Rome in 63 BC?)
13. To where did Caesar depart in 61 BC? Why?
14. Describe the *amicitia* between Caesar, Pompey, and Crassus that was formed in 60 BC. Explain what each member brought to the relationship, and how each man benefitted.
15. What sort of consul was Caesar in 59 BC?
16. Under what authority did Caesar depart to Gaul? What does “proconsulship” mean?
17. Why did politics at Rome crumble while Caesar was in Gaul during the 50s BC? Whose side did the Senate take?
18. Explain the significance of *alea iacta est*.
19. Explain what happened at the Battle of Pharsalus in 48 BC.
20. Explain where Caesar was and what he was doing from 48 BC through 45 BC.
21. Describe the circumstances under which Caesar returned to Rome.
22. What was the traditional role of a Roman *dictator* (such as Cincinnatus)? How was Caesar's role as *dictator* different?
23. Summarize Caesar's accomplishments as *dictator*. What was his attitude towards his political enemies?
24. Summarize Caesar's legacy. In a well-written paragraph, describe both the positive and the negative aspects of Caesar's rule.
25. List and briefly describe the contents of each of Caesar's written works.
26. What are the key characteristics of Caesar's style as an author of *commentarii*? How does the *commentarius* genre differ from epic? From history?

PART II: CHAIN OF COMMAND

(pp. xxvi – xxxi)

27. What position did Caesar hold in his *provincia*? What were his basic responsibilities as governor of his province?
28. How do the titles *dux* and *imperator* differ? What were the responsibilities of a *dux*?
29. What is due process? How did due process differ between a Roman citizen and a Roman soldier?
30. Caesar had unlimited power as general. How did Caesar manage himself in light of this ultimate authority? What is the Roman term for this ultimate authority?
31. Define *fides* and its role in Caesar's decision-making and relationship-building.
32. Who reports directly to the commander-in-chief (Latin term)? What is the English equivalent? What are his responsibilities in Caesar's absence?
33. How did politics and social class influence military hierarchy?
34. Define the role of *quaestor*.
35. Define *cohors praetoria*.
36. Define *tribuni militum*. How many were there per legion?
37. Define *consilium*.
38. How did the role of officers from lower social classes differ from that of the elite officers?
39. Define *centuriones*. What social and moral quality did they embody?
40. Who served in the infantry?
41. Describe the process of enlisting for the army as a volunteer soldier. What are the benefits?
42. Draw a detailed organizational chart of the structure of legion.
43. What was the role of the *aquilifer*? What was the role of the *signifer*? How were these roles significant?
44. What challenges did Caesar face in communicating with his men? How were these resolved?
45. Define *alae*, *funditores*, *sagittarii*, *equites*, *calones*, *muliones*, *mercatores*, and *fabri*.
46. Define *impedimenta*. How did the Romans transport these items?
47. Describe the plundering process.

PART III: OVERVIEW OF THE GALLIC WAR

(pp. xxxi – xxxix)

48. (*Background knowledge question, not in the book*) Previous to Caesar, what was the relationship between the Romans and the Gauls? How did the events of 390 BC, over 300 years previous, continue to affect these international relations?
49. What did Caesar hope to get out of his proconsulship in Illyricum and Gaul?
50. What restrictions existed on the authority of a Roman general?
51. How did Romans justify their empire? How did they explain how they ever got an empire in the first place?
52. Summarize in a bulleted list each of the 8 Books of the *DBG*, and mention the year.

53. When did Caesar cross the Rubicon and march on Rome? Why is this significant?
54. What did Caesar gain from his expedition in Gaul? What were the negative ramifications of his Gallic Wars?